

A top-down photograph of approximately 15-20 hands of various skin tones stacked in a circular pattern. Many hands feature intricate brown henna designs on the palms and fingers. Several hands are adorned with rings and wristwatches. The hands are positioned over a dark, textured wooden floor. Overlaid on the image is orange text that follows the curve of the hands.

Portland Community College Women's Resource Centers 2009 / 2010 Program Review

2010 Program Assessment Report Women's Resource Centers

Primary Author: Deborah Evind
Contributing Authors: Debbie Stone, Christine Paull,
Dana Jean Maginn & Traci Boyle-Galestiantz

Report Design: Deborah Evind

*Portland Community College
P.O. Box 19000
Portland, OR 97280*

"A single bracelet does not jingle"
- Congolese Proverb

Dedication

***We dedicate this report to the hundreds of women
whose collective action has ensured
the continued development of the
Portland Community College
Women's Resource Centers
over the last twenty years.***

Campus Women's Resource Centers

Cascade Women's Resource Center **705 N Killingsworth** **Portland, OR 97217**

Permanent Staff:
Debbie Stone, WRC Coordinator
Diane Thornton, WRC Assistant Coordinator
Charlene Westley, Office Assistant

Campus Address: CA SSB 103
Campus Phone: (503) 978-5248
E-mail: dstone@pcc.edu
Center Website: pcc.edu/resources/women/cascade.html

Rock Creek Women's Resource Center **17705 NW Springville Road** **Portland, OR 97229**

Permanent Staff:
Christine Paull, WRC Coordinator

Casual Staff:
Alicia Gonzalez, WRC Assistant Coordinator

Campus Address: RC Bldg 2 Rm 103
Campus Phone: (503) 614-7448
E-mail: cpaul@pcc.edu
Center Website: pcc.edu/resources/women/rock-creek.html

South East Center Life Tracks **2305 SE 82nd and Division,** **Portland, OR 97210**

Permanent Staff:
Dana Jean Maginn, Life Tracks Staff
Linda Gettmann, Associate Dean of Student Development

Campus Address: SE MTH 152
Campus Phone: 503-788-6198
E-mail: dmaginn@pcc.edu
E-mail: lgettman@pcc.edu
Center Website: pcc.edu/resources/women/southeast.html

Sylvania Women's Resource Center **12000 SW 49th Avenue** **Portland, Oregon 97210**

Permanent Staff:
Deborah Evind, WRC Coordinator
Ginny Christian, WRC Assistant Coordinator
Jeannie LaFrance, Illumination Project Coordinator
Mary Lou McCann, Office Assistant

Interim Staff:
Traci Boyle-Galestiantz, Interim WRC Coordinator

Campus Address: SY CC 273
Campus Phone: (503) 977-8069
E-mail: devind@pcc.edu
Center E-mail: wrc@pcc.edu
Center Website: pcc.edu/resources/women/sylvania.html

Table of Contents

8	36-43
Letter from Coordinators	Focus Groups
10-11	44-47
Mission/ Goals/ Values	WRC Surveys / Self-Assessments
12	48-53
Student Engagement	Transition Programs Profile / Evaluation
14-15	54-57
Overview of Campus Centers	Illumination Project Evaluations
16-19	58-59
Accomplishments	Recommendations
20-21	60
Service Standards	Community Partnerships
22-23	61
Learning Outcomes	Professional Development Activities
24-27	Appendices
Persistent Barriers	
28-29	
Emerging Issues	
30-31	
Differences Between Centers	
32-35	
Assessment Tools / Summary of Data	





Miral Rezayee Bessed was born in war torn Kabul, Afghanistan. At eight she and her family fled to Pakistan where they endured extreme poverty and discrimination. Barely 20 Miral boarded her first airplane, alone, and traveled halfway round the world to join her husband in Portland. Miral began her studies at PCC Sylvania in 2001, at first part time with the most basic classes. Always doing whatever was necessary to persevere and succeed and succeed she has.

This year alone Miral was awarded the prestigious Ford Family Foundation Scholars Award worth \$25,000, completed her Oregon Transfer Degree, was named PCC's 2010 Graduation Student Speaker, and was honored at a luncheon with billionaire investor Warren Buffett of Berkshire Hathaway for her record sales of one million dollars as a professional jeweler with Ben Bridge Jewelers, all of which she accomplished while a full time student.

"I joined the cast of the Vagina Monologues because the cause of putting an end to violence against women means everything to me. I played the part of a woman from Islamabad, Pakistan, whose husband destroys her face by acid burning. I knew I had to take this role because I had witnessed and lived such injustices for 19 years of my life. I am committing my career to discussing these kinds of issues and helping make the world a place where every girl and woman has the right to get outside her home without worrying that she might get raped, beaten or even killed."

Miral will transfer to the University of Oregon in fall 2010 and pursue a Bachelor's, then Master's degree in Journalism to prepare for her life's work as a journalist with a focus on women's rights both in Afghanistan and globally. "As a woman, I am well positioned to see gender inequity, particularly when it is coupled with my ethnicity. I so far have been successful at everything I have started. So on my way up, I want to lift other women with me to prove the fact that success doesn't have limits of ethnicity and gender. That is my main source of inspiration."

Letter From The Women's Resource Center Coordinators

We are proud to present to you a journal of our achievements. This program review report celebrates the contributions and accomplishments of all who have been a part of the Cascade, Rock Creek, and Sylvania Women's Resource Centers and Southeast Center's Life Tracks program – most especially the dynamic and energetic students we have had the honor to work with.

For over twenty years, the Portland Community College Women's Resource Centers have played a key role in advancing women's educational equity and social justice at Portland Community College and in the community. This has required a steadfast commitment and a long-term investment. The work described here demonstrates that success requires resilience, development and time.

Remarkable among our achievements since our last program review has been a partnership between the Women's Resource Centers and Kaiser Permanente which provides free medical and vision insurance to nearly 1,400 PCC students with an annual value of over 6 million dollars. We are thankful for the addition of three new college retention programs for low-income single parents and other students in transition including Transiciones Oestes, the only completely Spanish language college success program in the district. We are proud of the Rock Creek Canteen, an emergency food canteen housed at the Rock Creek WRC and supplying food to over 350 students a year. We are grateful to finally secure General Fund monies to help bring our Rock Creek WRC closer to equity with the Cascade and Sylvania centers and the commitment of General Fund monies to secure the Illumination Project, Sylvania WRC's nationally recognized campus climate, student leadership, and service learning program.

Many of the students we serve are among the college's most vulnerable. They often arrive on campus when they still have one foot someplace else—divorce, job loss, escaping domestic violence, etc. We have walked with these women as they enter school with the emotional ramifications of these challenges still shaking their souls. We have witnessed their ability to function and thrive. These students often need extra support and that is what we provide. The inspiration of encouragement and support, the tangible help of advising and counseling, and the very practical monetary assistance of tuition waivers, child care and transportation assistance, and free health insurance. Intensive programs and one-to-one mentoring is what contributes to these students holding a 78% retention rate a year after entering college.

The work we have done with students seeking assistance from our centers, members of our transition programs' learning communities, Student Educators in our Illumination Project, Student Advocates in our Women's Leadership Programs, courageous cast members from our annual benefit production of "The Vagina Monologues" have all taught us the importance of providing our services within the context of a community. We have built this community based on mutual respect and personal responsibility, grounded in mindfulness, and bathed in love and compassion. These are the values and characteristics we bring to our work and it is what makes the difference to the students who join this community and flourish and to us who are sustained by it.

June 30, 2010

In Sisterhood,
Christine Paull, Rock Creek Women's Resource Center
Dana Jean Maginn, South East Center's Life Tracks
Debbie Stone, Cascade Women's Resource Center
Deborah Evind, Sylvania Women's Resource Center



Bobbie Stewart was a member of the National Guard for six years. Always a maverick, she worked most of her adult life in the nontraditional field of freight transportation until an injury returned her to school. She always had a passion for numbers and dreamed of one day becoming “the black Suzie Orman for Small Business and self-employment taxes.”

In January 2009 she decided she’d finish her degree and entered Cascade’s Project Independence to lay a foundation of support to get her through to the end. Bobbie was hired as a WRC Student Advocate for 2009 / 2010 and did an amazing job organizing a variety of events; one of the biggest and most successful was the “Financial Survival Fair.” She brought a number of local financial businesses and nonprofit agencies to campus to share information about their services with students and to get students excited about becoming financially savvy.

Bobbie says about her time as a Student Advocate in the WRC, “Working in the WRC is an environment where I can be myself and not feel pressured to perform or act differently. The WRC has brought me many friendships that I would not have had if I wasn’t a part of this family. Each time I come to work, I have the unique pleasure of hearing laughter or even better being a part of the laughter. I would not trade the times I have spent in the WRC for any amount of gold or silver because for me this experience has been priceless.”

Bobbie completed her AAOT in June 2010. Bobbie received the Ford Family Foundation Scholarship this year which will fund her education through graduate school. Bobbie transfers to Concordia University in the fall where she will pursue a bachelor’s degree in Accounting with the goal of becoming a Certified Public Accountant.



Mission / Values / Goals

The Portland Community College Women's Resource Centers

mission, goals, and values

visibly interweave the college's mission of providing access to an affordable, quality education in an atmosphere that encourages the full realization of each individual's potential while providing opportunities for academic, professional, and personal growth to students of all ages, races, cultures, economic levels, and previous educational experiences.

MISSION

The Portland Community College
Women's Resource Centers

provide a central location for services that support the academic achievement of women, while working to increase access to education for women, improve the retention of women students at the college, and encourage women's leadership development.

GOALS

encourage empowerment and self-esteem in women by teaching **self-advocacy**

enable women to make informed choices regarding academic, career, lifestyle, and health issues by providing accurate information, support, and education

develop women's leadership by supporting student-initiated programs and providing training in leadership skills

encourage exploration of gender issues; to enhance personal development of women and men by integrating theory and learning into their daily lives; to provide a programmatic context for informed action and practical experience of issues critical to women and society

actively seek the end of oppression based on gender, race, religion, ethnicity, class, sexual orientation, age, and physical and mental abilities through all our programs and services

form alliances and foster collaboration between students, college resources, staff, faculty, and members of the wider PCC community.

VALUES

We are committed to:

- ◆ Providing the **highest quality services** possible to our constituents.
- ◆ Respecting and valuing the differences which enrich our lives and **working toward greater diversity and inclusiveness**.
- ◆ Defining our **work from varied feminist perspectives** around women's culture, women's oppression and women's resistance.
- ◆ Utilizing programming and resources to **decrease isolation and increase support networks**.
- ◆ Demonstrating **civility in all discourse**.
- ◆ **Responsible use of fiscal and human resources** to serve students in fulfilling the goals of Student Development and the Portland Community College mission.



Student Engagement

What we know at the Women's Resource Center is that students learn more when they are active in their own education and have opportunities to think about and actually apply what they are learning—*true student engagement*.

- ◆ In all of the programs offered by the Women's Resource Centers students have a place to collaborate, solve problems, reflect, and develop valuable skills that will prepare them to deal with the kinds of situations they'll encounter in life outside of school. This is specifically true for the participants of our Women's Leadership Program, the Illumination Project, Project Independence, New Directions, Transiciones, Life Tracks, and the Transitions Program and signature projects like "The Vagina Monologues". All of these valuable programs provide a laboratory for working together, testing ideas, encountering challenges and working through them.
- ◆ Women's Resource Center Student Advocates and IP Student Educators apply themselves; they give time to tasks. It is the persistence, the coming back again and again, not being satisfied with the first run at an idea but developing it more solidly over time, that makes a difference in learning and student success.
- ◆ All Women's Resource Center programs provide challenging intellectual and creative work which is central to student learning and collegiate quality. Involvement in the WRC programs requires rigorous work. We ask students to resist oppressive social structures because we know there is an alternate point of view. We work to provide the historical knowledge and analytical tools to navigate the political and social world.
- ◆ The Women's Resource Centers provide opportunities for collaborating on a project with faculty and community members which lets students see first-hand how experts identify and solve practical problems and gives them immediate contact with "living, breathing" role models.
- ◆ As Women's Resource Center program participants leave PCC, they will enter a world in which their accomplishments and their work form an important dimension of the economic survival of their families. Women must be educated today as if their very lives depended on their education because, for most of them, their lives will. Their high aspirations will have to sustain them through a lifetime of change and challenge.

"The feminist movement gives us stronger ties to each other, makes us part of the same "team," working for women's equality. It strikes a blow to censorship and gives us the ability to speak openly about women's bodies."

- Dolores Huerta



PCC Sylvania WRC Delegation to the 2008 West Coast Feminist Campus Conference (pictured with activist Dolores Huerta)

Dolores Huerta, co-founder of the United Farm Workers of America, founder and president of Dolores Huerta foundation, and board member of the Feminist Majority Foundation.

Overview of Campus Centers

The Cascade Campus Women's Resource Center is dedicated to providing a supportive, comfortable, encouraging, and safe environment to all PCC students. We offer programs to support personal and academic growth. The Women's Resource Center also provides ties to other student support services and community-based social services.

The Women's Resource Center provides an excellent "first stop" for women who are returning to school after a prolonged absence. It is a place to learn about campus and community resources, to meet new friends, exchange information and share common concerns.

The Women's Resource Center began in 1990, two years after the start-up of Project Independence, a tuition free program for single parents and returning women students. Today the Center serves as a "home base" for women on the Cascade Campus. This year alone the WRC made over 11,000 contacts with students.

Services provided by the Women's Resource Center include:

- ♦ personalized help with entering college
- ♦ leadership opportunities for women
- ♦ math and writing tutoring
- ♦ information about PCC's educational programs
- ♦ scholarship workshops and writing clinics
- ♦ career information workshops
- ♦ resource & referral
- ♦ limited counseling
- ♦ mentoring
- ♦ and most importantly advocacy, support and friendship in a caring environment



The Rock Creek Women's Resource Center, established in 1991, is dedicated to assisting all students as they pursue their academic and personal goals at Portland Community College. Since a 2005 move to a more central and visible campus location the number of students seeking assistance from the Center has increased exponentially. In 2010 the WRC has made over 6,000 contacts with students through its programs, services, and events.

Student Advocates help staff the Center and offer their invaluable insights and experience to students seeking assistance and support.

With the addition of Transiciones Oeste, a Spanish language transitions program, to the well established New Directions program, the depth and range of services have increased. Both programs have a strong presence on campus and are well known in the Washington County community. Many students from these programs visit the Women's Resource Center on a daily basis to study or touch base with mentors. Informal Study Groups and resource information exchange sessions form which can be invaluable to new students and also to the students who mentor.

Services provided by the Rock Creek Women's Resource Center include:

- ♦ advocacy, support & referrals
- ♦ child care reimbursement information and processing
- ♦ computer / phone / fax use
- ♦ financial aid / scholarship applications assistance
- ♦ math book & other text book loans
- ♦ Rock Creek Canteen (Emergency Food Program)
- ♦ self defense class
- ♦ support group for Families of Veterans

The Rock Creek Women's Resource Center continues to partner with the campus Children's Centre and manages the Rock Creek Canteen, a joint project of ASPCC, the Women's and Multicultural Centers. Many male students now visit the Women's Resource Center for a variety of services because of an initial visit to the Canteen. With the new location and addition of new programs, the Rock Creek Women's Resource Center is one of the central locations on campus for support and enrichment. Students sometimes describe the Center as "my second home."

Southeast Center

Southeast Center's Life Tracks Program began in the fall of 2007 and has since run a cohort each fall, winter and spring term. Life Tracks is a free 4 credit class which includes: 2 credits of Career Life Planning, 1 credit of Values Clarification and 1 credit of Assertiveness. In spring term of 2010, utilizing funding from the Kaiser grant, Life Tracks added a 2 hour per week tutoring component to the Life Tracks class. Our goal for 2010/11 is to add a one credit College Survival and Success unit bringing the Life Tracks class to five credits. The Southeast Center Bond Building Plan includes developing a designated Women's Resource Center space.

Sylvania

Sylvania Women's Resource Center, established in 1995, provides a central location for services that support the academic achievement of women, increases access to education for women, improves the retention of women students at the college, and encourages women's leadership development.

The Sylvania Women's Resource Center is built on a feminist philosophy of shared leadership and decision-making which promotes the empowerment and skill development of all women. Through its programs and practices the Sylvania WRC is committed to increasing the campus awareness of and interrupting oppression in all forms; specifically sexism, racism, heterosexism, ablism and classism. The Sylvania Women's Resource Center's programs are designed to challenge these barriers which inhibit the advancement of all people.

The Sylvania Women's Resource Center's programs include:

- ♦ Illumination Project, *a nationally recognized student leadership and education program designed to foster a climate of equality, compassion, justice and respect for all people, utilizing interactive social justice theater as the vehicle.*
- ♦ Sylvania Transitions Program, *a free college success program dedicated to easing the transitions to college, career, and life changing possibilities; for single parents, displaced homemakers, and other students in transition.*
- ♦ Women's Leadership Program, *a year long women's leadership training for the Student Advocates and Mentors who work in the WRC and Transitions Program.*



The Sylvania Women's Resource Center provides:

- ♦ personalized assistance with entering college
- ♦ academic advising and counseling
- ♦ support, advocacy, and mentoring
- ♦ scholarship search and application guidance
- ♦ instruction in problem solving techniques and self advocacy
- ♦ referrals to campus and community services
- ♦ skill building opportunities, such as workshops and classes
- ♦ leadership development
- ♦ popular and scholarly lectures, exhibits, films, performances and special events to increase knowledge of the impact of gender on our lives
- ♦ assistance to other campus groups and departments planning activities on women and gender

Accomplishments since last program review

KAISER PARTNERSHIP

The Rock Creek and Cascade Campus Women's Resource Centers have worked in partnership with Kaiser Permanente for over 20 years. Kaiser provides free medical and vision insurance to all students completing a transition program (Project Independence at CA and New Directions at RC) for up to 48 months as long as they continue in college at least half time. This partnership was extended to both Sylvania and the Southeast Center when they began their own transitions programs in 2007.

In 2009, the Women's Resource Centers were able to expand this free health insurance to additional student populations on campus. Each WRC has implemented the K-STAR (Kaiser-Student Tracking and Retention) Program on their campus.

Total monthly resources brought to PCC by providing free medical and vision insurance to PCC students in 2009/10: 1,370 insured students and dependents x \$375 / waived cost of monthly premium = \$513,750. Total yearly resources brought to PCC by providing free medical and vision insurance to PCC students = \$6,165,000.

The following student groups are now being offered free health insurance while attending college:

- ♦ District ASPCC Student Leaders
- ♦ District Women's Center Student Leaders
- ♦ CA ETAP
- ♦ CA Fire Tech
- ♦ CA Emergency Services: EMT, 911, Emergency Management
- ♦ CA Criminal Justice
- ♦ CA Para Education
- ♦ CA Allied Health: A & D, Medical Asst., Medical Lab Tech, Ophthalmic, Health Info Mngmt.
- ♦ CA Multi Media, Paralegal, Prof. Music
- ♦ CA Margaret Carter Skill Center
- ♦ CA Middle College Program
- ♦ CA Portland Teachers Program
- ♦ RC CAMP Mentors
- ♦ RC Equity Ambassadors (MC)
- ♦ RC OLI Mentors
- ♦ RC SOL (Student Outreach Leaders, Admissions)
- ♦ RC CCAMPIS Student Parents
- ♦ SEC Gateway to College
- ♦ SEC Mott
- ♦ SEC Occupational Skills
- ♦ SEC Project Degree
- ♦ SY Automotive Tech
- ♦ SY Computer Tech Programs
- ♦ SY Dental Programs
- ♦ SY Developmental Education
- ♦ SY Early Education & Family Studies
- ♦ SY ESOL
- ♦ SY Gerontology
- ♦ SY Illumination Project
- ♦ SY Machine Manufacturing
- ♦ SY Men of Color Mentor Program
- ♦ SY Multicultural Center Student Leaders
- ♦ SY Nursing
- ♦ SY Peer Advisors
- ♦ SY ROOTS & Upward Bound
- ♦ SY Student Success Tutors

Kaiser Permanente has awarded yearly grants to each Women's Resource Center to administer the health insurance program. This program includes outreach to students, orientations and enrollment services, and tracking and retention services to students while receiving Kaiser insurance.

**Over 6 million dollars
is the benefit received by
PCC students annually through
free medical and vision insurance
provided by a partnership between
Portland Community College's
Women's Resource Centers
and Kaiser Permanente.**



"In school, I was accurately labeled gifted and unmotivated. After high school I spent a disastrous year at university; rather than prolong the pain, I searched for adventure. I traveled, held a variety of jobs, met fascinating people, and eventually discovered a passion for social justice and education.

"Soon after ... I experienced the devastating diagnosis of breast cancer. Sometimes we choose the path, sometimes the path chooses us. Thank the goddess for the Kaiser Insurance I received through the WRC. I doubt I'd be alive without it."

In 2005 I was living in New Orleans, immersed in black culture, loving it and preparing to enter college when Katrina hit. I left the city a week later, and returned to Virginia to re-group and research. Nine months of couch-surfing, working, and money-saving later, I moved to Portland to begin again. I entered PCC and it was everything I hoped from college—stimulating, challenging and rewarding.

Looking for fellowship and community to balance my studies, I applied to the Sylvania Women Center's Women's Leadership Program. One year as a Student Advocate and a second as a Student Educator in the Illumination Project propelled me through PCC. Additionally, I built skills I'll use throughout my life as an educator and friendships that continue to sustain me. Soon after transferring to PSU, I experienced the devastating diagnosis of breast

cancer. Sometimes we choose the path, sometimes the path chooses us.

Thank the goddess for the Kaiser Health Insurance I receive from the WRC. I doubt I'd be alive without it. I'd certainly be in debt for life due to the hundreds of thousands of dollars in surgeries, chemotherapy, radiation treatments and medications I've endured over the last year to rid myself of cancer. My time clock has changed—I'll start teaching a year later than I planned, but I'll be alive to teach and that's what matters."

- Cicely Rogers, Sylvania WRC Alum
and Ford Family Foundation Scholarship Winner

Rock Creek Daytime Child Care



In 2004, responding to the needs of student parents for daytime care, the Rock Creek WRC Coordinator, Christine Paull, initiated a campus committee to plan a daytime child care program. This led to a CCAMPIS grant and the expansion to daytime child care at Rock Creek in

2005. The center has flourished and is now a lab site for the PCC Early Education and Family Studies department. The CCAMPIS grant was renewed in 2009. With approval of the PCC Bond the expectation is that the Rock Creek Children's Centre will eventually have a full service center.

Rock Creek Canteen

The Rock Creek Canteen is an emergency food program housed in the Rock Creek WRC and staffed by WRC Student Advocates. The Canteen supplies food to 350 students a year. The Canteen opened in winter 2009 as a partnership between the Rock Creek ASPCC, Multicultural and Women's Resource Centers. The donated food is collected on campus through food drives at the Rock Creek Staff & Faculty Inservice, Student Leadership Retreat, MLK Work Day, and campus outreach events. Students also staff tables at local grocery stores and accept donations. In 2009 over 8,000 pounds of food was collected.

Life Tracks, Transiciones Oestes and Transitions

In 2007 the PCC Cabinet passed a New Initiative to add three new transitions programs to the district Women's Resource Centers. In 2007/2008 the Southeast Center's Life Tracks, Rock Creek's two term per year, Spanish language Transiciones Oestes, and the Sylvania Transitions Programs opened their doors to new students.

These three new programs each offer a free college and career planning course, personalized college entrance, ongoing advising, mentoring, and counseling, as well as transportation and child care assistance. The purpose of these newer transition programs, like the original and highly effective New Directions and Project Independence, is to help single parents, displaced homemakers, and other students in transition remove any obstacles that can get in the way of their progress to college success.

The enrollment of returning women over thirty-five is one of the fastest growing populations within PCC's new student enrollment.

These programs have arrived just in time as enrollment has exploded across district; with the enrollment of returning women over thirty-five being one of the fastest growing populations within Portland Community College's new student enrollment.



Transiciones Oestes Spring 2010 class art activity.

Breaking News!

At the June 2010 PCC Cabinet meeting the PCC Cabinet passed several New Initiatives which were approved without hesitation by the PCC Board for inclusion in the 2010/11 budget.

New Initiatives affecting the district WRC's include:

Rock Creek WRC / Transiciones Oestes

received permanent General Funds for a permanent full time WRC Assistant Coordinator / Transiciones Coordinator position and a half time Office Assistant. This funding moves the RC WRC closer to parity with CA and SY and will allow the program to pursue its goals without stretching staff beyond what is humanly possible.

Sylvania WRC / Transitions

received permanent General Funds to ¹⁾ increase both the WRC Assistant Coordinator / Transitions Coordinator position and the WRC Office Assistant positions to full time, ²⁾ increase the Transitions Program budget to cover additional tuition waiver cost for first term from 5 to 6 credits, ³⁾ add a new one credit second term support class for Transitions Program students, and ⁴⁾ adjust the budget to reflect the increase in tuition costs experienced since 2007.

Sylvania WRC / Illumination Project

received permanent General Funds to begin 2011/2012 for Illumination Project Coordinator salary and benefits. This funding ensures that PCC's premiere diversity and campus climate program will continue to grow a secure future from its grassroots beginnings. For the 2010 / 2011 year the program will be funded out of surplus funds from the District Student Activity Fees.

1. Provide programs, services and facilities to meet educational, personal, physical and safety needs of women students.

Goals

- ♦ Maintain a welcoming environment with access to telephone and lounge area – where women can gather for lively discussion or quiet contemplation.
- ♦ Foster intellectual and emotional development of women students.
- ♦ Support women's personal and professional development with highest-quality programs.
- ♦ Raise awareness of violence against women.
- ♦ Teach women students strategies aimed at reducing the risk of assaults.

Activities

- ♦ Life Tracks, New Directions, Project Independence, Transiciones Oestes, and Transitions Programs
- ♦ Support Groups: Women Student Group, Student Parent Group, International & Immigrant Women, Queer Straight Alliance
- ♦ Popular and scholarly lectures, exhibits, films, conferences, performances and special events
- ♦ Sylvania WRC Coordinator guest lecturer to academic programs on *Domestic Violence, Rape, and A Feminist Analysis of Violence Against Women*.
- ♦ Domestic Violence & Sexual Assault Awareness Months
- ♦ "The Vagina Monologues"
- ♦ Women's Self Defense Program
- ♦ Take Back The Night March and Rally
- ♦ Clothesline Project Display and Workshops

Data Collection

- ♦ Surveys
- ♦ Focus Groups
- ♦ Tracking Number Served
- ♦ Performance / Workshop Evaluations

2. Serve as a catalyst for change to enhance the education of women and men on campus.

Goals

- ♦ Expose the insidious nature of institutional oppressions; revealing the intersections of sexism, racism, heterosexism, etc.
- ♦ Explore contemporary gender issues—misconceptions and facts— and provide an opportunity for public conversations around the issues.
- ♦ Extend learning outside of the classroom.



- ♦ Enlighten students through activist interdisciplinary scholarship.
- ♦ Call attention to the challenging barriers that inhibit women in non-traditional careers and educational programs.
- ♦ Celebrate women as leaders.
- ♦ Act as a clearing-house and information center for women's activities, services, and resources on campus and in

the community.

Activities

- ♦ The Illumination Project
- ♦ Popular and scholarly lectures, exhibits, films, conferences, performances and special events
- ♦ Women's Leadership Program
- ♦ Club: Men Against Gender Violence

Data Collection

- ♦ Surveys
- ♦ Tracking Number Served
- ♦ Performance / Workshop Evaluations

3. Provide developmental opportunities such as tutoring, social programs, support programs, re-entry programs for those women experiencing major life transitions.

Goals

- ♦ Recruit women of diverse backgrounds and experience to attend PCC.
- ♦ Improve access to education for women, particularly low-income female head-of-household.
- ♦ Support retention of adult re-entry students at PCC.
- ♦ Help facilitate women's transition from poverty to economic self-sufficiency.
- ♦ Increase sense of belonging for women students on campus.
- ♦ Increase networking opportunities for adult re-entry students.
- ♦ Contribute to a campus climate of inclusion for all students.

Activities

- ♦ Personalized pre-admission advisement to prospective adult students and ongoing support and advocacy to currently enrolled re-entry students.
- ♦ Life Tracks, New Directions, Project Independence, Transiciones Oestes, and Transitions Programs
- ♦ Tutoring: 1:1
- ♦ Personalized Mentoring/Skill Development Sessions: Study Skills & Time Management.
- ♦ Support Groups: Women Student Group, Student Parent Group, International & Immigrant Women Group, Queer Straight Alliance, Transitions Alum
- ♦ Scholarship Workshops

Data Collection

- ♦ Surveys
- ♦ Exit Interviews
- ♦ Focus Groups

Service Standards

4. Assist students in overcoming specific personal, physical and/or educational problems or skill deficiencies.

Goals

- ◆ Identify barriers to success.
- ◆ Identify appropriate resources.
- ◆ Break cycle of disadvantage.
- ◆ Instill hope in women.
- ◆ Address impact of oppression: racism, sexism, heterosexism, and classism.
- ◆ Enhance the ability to access education for a broader range of women.

Activities

- ◆ Scholarship Workshops
- ◆ Support Services (Child care & Transportation costs and Kaiser Health)
- ◆ Personalized Advising, Support, and Advocacy
- ◆ Learning Disability screening to all Project Independence students
- ◆ Short Term Counseling
- ◆ Support Groups
- ◆ Rock Creek Canteen (Emergency Food Program)
- ◆ Teen Parent Program College Visits
- ◆ Domestic Violence & Sexual Assault Awareness Education
- ◆ Women's Self Defense Program
- ◆ 1:1 tutoring for all first term Project Independence and Life Tracks students
- ◆ 2nd and 3rd term reading and writing tutoring for program completers with special learning needs.

Data Collection

- ◆ Surveys
- ◆ Exit Interviews
- ◆ Tracking Number Served
- ◆ Workshop Evaluations

5. Provide women students an opportunity to develop leadership skills.



Goals

- ◆ Provide opportunities for women students to improve and develop their leadership skills.
- ◆ Promote leadership knowledge and practices that empower all those who strive for a just, equitable and thriving society.
- ◆ Provide experiences that open the mind and the heart in ways that are new to the individual encountering it.
- ◆ Connect people who would otherwise never cross paths.

Activities

- ◆ Women's Leadership Program
- ◆ 60-hour Women's Leadership Training Course
- ◆ Quarterly In-Services Training Sessions
- ◆ The Illumination Project
- ◆ "The Vagina Monologues"
- ◆ Classroom Raps
- ◆ Sponsor Student Clubs: Feminist Majority Leadership Alliance, Student Parent Group, Int'l & Immigrant Women Student Gathering, Queer Straight Alliance
- ◆ Women Student Art Exhibit
- ◆ Annual Women's Wellness Fair

Data Collection

- ◆ Surveys
- ◆ Exit Evaluations
- ◆ Focus Groups



6. Encourage liaisons between women's organizations in the community, state, and nation and the campus based women student programs and services to focus campus attention on emerging critical issues outside the institution.

Goals

- ◆ Develop partnerships with community resources.
- ◆ Extend awareness to community based groups about the status of college women students.
- ◆ Develop mentorship opportunities in the community for PCC women students.
- ◆ Increase students knowledge of world of work.

Activities

- ◆ Community partners with: Parents as Scholars, Planned Parenthood of the Columbia Willamette, Sexual Assault Resource Center, SMYRC (list continues on page 52)
- ◆ Volunteer partnerships with: El Programa Hispano, Portland Women's Crisis Line, GIRLS, Inc, Multnomah County DV Unit, African American Women's Health Coalition, NAYA & NARA (list continues on page 52)
- ◆ Portlandia Scholarship and Mentoring Program
- ◆ Membership: Soroptomist International, National Women Work, AAWCC, National Women's Studies Association, Oregon Attorney General's Task Force on Sexual Assault

Data Collection

- ◆ Maintain membership in organizations that support women's education and career development.

LEARNING OUTCOMES

The Women's Resource Centers determined that student learning outcomes must be accessible and fit into the mission of the WRC. Twelve learning outcomes were selected from the CAS Standards for Women Student Programs and assessment methods were designed by WRC Coordinators to test whether students have achieved these outcomes. The twelve learning outcomes are:

- **EFFECTIVE COMMUNICATION**
- **APPRECIATING DIVERSITY**
- **CLARIFIED VALUES**
- **MEANINGFUL INTERPERSONAL RELATIONSHIPS**
- **LEADERSHIP DEVELOPMENT**
- **HEALTHY BEHAVIOR**
- **INTELLECTUAL GROWTH**
- **REALISTIC SELF-APPRAISAL**
- **INDEPENDENCE**
- **PERSONAL AND EDUCATIONAL GOALS**
- **ENHANCED SELF-ESTEEM**
- **SOCIAL RESPONSIBILITY**



*Workshop: Men Speak Out Against Rape
Sylvania Campus 2009*



*Transiciones Oestes Class
(l) Alicia Gonzalez, Instructor & WRC Assistant Coordinator and
(r) Araceli Miranda, Rock Creek WRC Student Advocate*

All of these learning outcomes demonstrate the integration and application of both knowledge and skills. The learning outcomes are student focused and describe what students achieve as learners as a result of contact with the Women's Resource Center.

The Women's Resource Centers learning goals clearly reflect PCC's "Core Outcomes" of Communication, Community and Environmental Responsibility, Critical Thinking and Problem Solving, Cultural Awareness, Professional Competence and Self-Reflection.

LEARNING OUTCOMES	Drop-in	In-Depth Support	* PI / ND/ LT Transitions / Transiciones	Women's Leadership Program	Speakers Workshops Conferences	VM **	IP ***
1. Effective communication: Expresses oneself and influences others through writing, speaking, and / or artistic expression.							
2. Appreciating diversity: Seeks to understand one's own multifaceted identity, seeks involvement with people different from oneself; articulates advantages and challenges of a diverse society; challenges stereotypes.							
3. Clarified values: Understands the influence of societal norms on the construction of personal values; demonstrates willingness to examine personal beliefs and values and how they influence behavior.							
4. Meaningful interpersonal relationships: Develops and maintains interpersonal relationships with others based on respect; appreciates differences by listening to and considering others' point of view.							
5. Leadership development: Demonstrates initiative, vision, and perseverance; comprehends group dynamics; exerts positive influence to create desired outcomes.							
6. Healthy behavior: Learns about and uses effective self-care strategies; articulates the relationship between health and wellness accomplishing life long goals; chooses behaviors and environments that promote health and reduce risk.							
7. Intellectual growth: Understands the intersection of gender with race, class, sexual orientation and other identity formations; explains how feminist and other gendered theories inform practice; employs critical thinking in problem solving; integrates complex information from a variety of sources including personal experience to form a decision or opinion.							
8. Realistic self-appraisal: Explores how societal expectations may inform one's self-appraisal; recognizes personal strengths and challenges; considers feedback from others; learns from past experiences.							
9. Independence: Exhibits self-reliant behaviors; functions autonomously; exhibits ability to function interdependently.							
10. Personal and educational goals: Articulates and pursues goals and objectives; uses goals to guide decisions; assesses and revises goals periodically; understands the effect of one's personal and educational goals on others.							
11. Enhanced self-esteem: Shows respect for self and others; demonstrates willingness to address challenges and pursue opportunities; communicates values, needs, and boundaries effectively.							
12. Social responsibility: Appropriately challenges the unfair, unjust, or uncivil behavior of other individuals or groups; participates in community service activities.							

* Project Independence / New Directions / Life Tracks ** The Vagina Monologues *** The Illumination Project

Persistent Barriers

Persistent barriers—They have challenged students forever and are still here causing extra work, especially for women students.

- ♦ **Many women students, particularly low-income returning women and women of color, experience numerous challenges to their efforts to succeed in college.**
- ♦ Many adult women return to college during a transitional or vulnerable stage in their lives. These women face a number of unique and persistent barriers which require them to apply tremendous strength and courage just to get through.
- ♦ **These barriers include: racism, poverty, substance abuse, interpersonal violence, and mental health issues.**
- ♦ Certainly not all women served by the WRC are hindered by these barriers but nearly all *the women whom we spend the most time serving are directly affected by at least one.*

RACISM

Racism exists on all campuses of Portland Community College. Racism, bias and discrimination on campus have a direct impact on the academic and psychological well-being of students of color and white students. Information we have gathered from focus groups, performance evaluations by student audiences of the Illumination Project (IP) and learned anecdotally when providing support and advocacy to students has given us a picture of what racism, bias, and discrimination look like at PCC.

- ♦ **100% of African American women students from our focus group reported experiencing bias, discrimination and stereotyping while on campus at PCC.**
- ♦ **100% of Latina students from our focus group reported experiencing bias, discrimination and stereotyping while on campus at PCC.**
- ♦ **17% of students of color attending an IP performance on Race affirm “I have experienced racial prejudice on campus.”**
- ♦ **Nearly 27% of students of color attending an IP performance affirm “I have observed racial prejudice on campus.”**
- ♦ **27% of students of color and 14% of white students attending an IP performance affirm “Issues of race have affected my comfort level at school.”**
- ♦ **72% of white students and 68% of students of color attending an IP performance affirm “My attendance at the performance will help me deal with similar situations as they come up.”**

Incidents experienced by some students of color have included: “When trying to create a web page my Computer class Instructor said to me, ‘Oh, a caveman knows how to do this.’” “An instructor referring to me called me ‘you people.’” “Some Advisors assume because you’re black you’re just here for the financial aid and don’t give you thorough information about how college works or the degrees available.”

Negative interactions with faculty, staff and other students in the classroom help create self-doubt and may cause students of color to lower expectations for themselves. The cumulative effect of the stress and strain of daily racism has been shown to negatively affect the health and well-being of people of color, diminish their quality of life, and make it difficult for some students of color to succeed academically.

¹(Ponterotto, Utsey, & Pedersen, 2006).

**If, as an institution, we are committed to a just and equitable society for everyone
we need to address the invisibility of white privilege and racism on campus right now and everyday!**

¹ Ponterotto, J. G., Utsey, S. O., & Pedersen, P. B. (2006). Preventing prejudice: A guide for counselors, educators, and parents (2nd ed.). Thousand Oaks, CA: Sage.



Illumination Project performance
on Race & Immigration

SUBSTANCE ABUSE

42% of all PCC transition program participants have personally struggled with substance abuse. One in five PCC transition program participants have a close family member who struggles with substance abuse.

Transitioning successfully into college for women students in recovery takes time, courage, understanding, and support. Students in recovery carry shame, self doubt, and fear of judgment about being an addict in recovery. **Integrating into college requires a paradigm shift in how they see themselves individually and within society.**

Students in recovery often struggle with self-worth and so find it hard to be assertive and ask for what they need. Students in recovery often struggle with class participation due to fear of being judged. Students in recovery report feeling a lack of acceptance and judgment from some instructors and students about their addiction and past. **Students in recovery often have a criminal background and need specialized advising regarding their educational and career planning.**

Students in recovery find it stressful and distracting when another student attends class while intoxicated and the instructor does not seem to notice or respond.

Many adult students in recovery are building new neural networks and building basic skills. Some students in recovery have cognitive challenges from past drug use and its lifestyle. Much of development stops at the age of initial addiction and individuals early on in recovery are learning coping, thinking and time management skills for the first time in many years. **Women in recovery have an inordinate amount of trauma history both in childhood and later years.** Because of this many suffer from anxiety disorders, depression, and PTSD. These are mental health issues that respond well to treatment and **students are most often successful in college when given intensive support in the first few terms.**

Women in recovery are balancing recovery meetings and activities; home life and family; work, and school. They have demanding lives.

For many of the women students seeking services from the WRC, particularly single parents, poverty is nothing new. For these women it is part of their legacy as members of “working poor” families that have lived with intergenerational poverty for decades.

- ♦ **95% of the transition programs’ participants identify as low-income and unanimously consider their most overwhelming personal concern to be a lack of sufficient income to sustain their families.**

This overwhelming personal concern keeps them awake at night. It sometimes compels them to take jobs that conflict with school or to maintain a relationship that is unhealthy or even dangerous so they can make ends meet. As a result, often placing school work on the back burner and jeopardizing their safety.

- ♦ **69% of students seeking assistance from the WRC’s are requesting help with financial related matters (e.g., emergency assistance, financial aid, scholarships, affordable housing, free medical care, etc.)**

While it is often true that a college degree will translate into more income over a lifetime; one must get through school to get to the paycheck.

Because financial support available from FAFSA is so very limited and PCC has no Institutional Grants, many of our students take on enormous debt to sustain a marginal lifestyle while attending school. **On average single parent students are leaving PCC (many before they have received a degree) with nearly \$20,000 in loan debt.** This debt can become crippling in the future when income from the work they can do does not keep pace with their debt.

Due to overspending in 2009 the Oregon Student Grant program will have many fewer grants available for 2010/11. The State of Oregon allows less than 200 TANF recipients statewide to attend college and receive TANF. The welfare safety net has been gone for more than fifteen years. Although, the PCC Foundation has done an outstanding job building our scholarship resources there is still not enough to go around. The free tuition and support services offered by the transition programs is a beginning, but not enough. **Collectively we must commit to finding more resources for these women.**

When we help one woman we are helping to raise up an entire family.



2009 Poverty Bridge Conference, PCC Sylvania

Interpersonal Violence continues to be one of the most frequent presenting issues of students in crisis at the Women's Resource Centers.

In the last month of 2009 eighteen people lost their lives to interpersonal violence in the Portland area; including seven women - one of whom had been a student at Cascade, two young children who were shot and killed along with their mothers and an adult son died trying, unsuccessfully, to protect his mother. All eight male perpetrators committed suicide.

Just over 49% of applicants to PCC's transitions programs reported experiencing interpersonal violence either currently or in the recent past. Many of these women **live with the crippling anxiety of chronic post traumatic stress disorder** as a result of this abuse. **Life can be difficult and complicated for any new student but particularly for survivors of domestic violence when safety, starting over, and attempting to rebuild shattered lives add to the pressures of attending college.** Certain topics and situations can be triggers, some may feel more comfortable with women instructors, others report not feeling smart enough or having trouble being assertive enough even to ask questions in class.

The Women's Resource Centers address interpersonal violence issues by increasing awareness on campus in various ways. Local Domestic Violence Agencies bring resource information to campus. WRC Student Advocates are trained in Domestic Violence Crisis Intervention, the Illumination Project offers performances on issues of domestic and sexual violence, and the Sylvania WRC's annual production of "The Vagina Monologues" which generates broader attention for the fight to stop violence against women and girls, including rape, battery, incest, female genital mutilation (FGM) and sex slavery.



MENTAL HEALTH

Students served by the Women's Resource Centers and our programs do not have any higher incidents of major mental illnesses than the general population of PCC. **However, mental health issues, especially depression, anxiety, eating disorders, and PTSD are more prevalent in this population due to the high rate of interpersonal violence experienced.** Students are able to function and thrive with these mental health issues, but often need extra support especially when **undertaking new endeavors such as starting school.** An intensive program and one-to-one mentoring can be especially helpful for their success.

Students often seek out the Women's Resource Centers **hopeful they will be referred to appropriate and affordable counseling services (fewer of which are available in the community today)** to support them in their efforts to not be held hostage by their struggles with mental health issues. Women seek out the WRC for resources on the eating disorders, substance abuse, and interpersonal violence that is controlling or threatens to control their lives. Women seek out the WRC as a place to build friendships and community as a way to be proactive and fight the debilitating effects of depression. The more these students have support to actively direct their lives and to give back; the higher the likelihood they will find relief from some of these mental health issues.

Taking on additional commitments, like counseling sessions, support groups, new friends or volunteer work and adding them to existing family and school obligations can be a set-up for failure. That is why the professional staff of the Women's Resource Centers often develop a "case manager / accountability partner" style relationship with these students. Setting up regular brief sessions to check in. **The WRC professional becomes a witness to what and how the student is doing; helping the student to become more conscious of their own actions.** The WRC professional staff acts more as a mentor than a mental health counselor and helps the student examine unrealistic thinking, teaches problem solving skills, holds up a mirror to the students' successes, and encourages perseverance.

"The Vagina Monologues" Experience for Mandy Place from Start to Finish!

At the beginning of fall term at PCC this year I came to the WRC in tears. I don't know why I thought to walk in that day. I guess the doors were open and it looked friendly. I was immediately embraced by a room full of women who dropped everything they were doing to see how they could help me. I had never felt such validation, such acceptance, and so much love during a time in my life when everyone was calling me crazy and the world was seemingly against me. The coordinator, Traci, got me connected with a women's shelter and gave me her lunch so I could eat that day.

In early September, just before fall term started, my now ex-boyfriend thought it was ok to strangle, punch, and threaten to kill me. I thought otherwise. My decision to leave the relationship left me homeless, jobless, and completely alone after years of being isolated in a verbally/emotionally/ and then physically abusive relationship. School was the only consistently good thing in my life, and being homeless and hungry wasn't helping me succeed.

Once I got settled at the shelter, things began evening out and quickly moving in a positive direction. It took me a month and more strength and energy than I knew I had to find work and get into my own apartment again. I returned to the WRC to thank Traci for all her help and give her a positive update. She said, "Hold on, I've got something I think you'd like," and handed me a flyer for "The Vagina Monologues". I hadn't even heard of them, but, intrigued, I went to the information session and decided to audition.

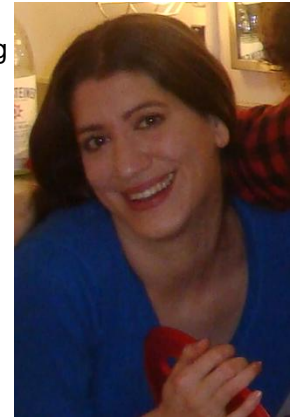
Being in front of people in a play scared the heck out of me. I almost puked before the audition. I asked for a small role, which was still way out of my comfort zone. Later that week, checking the cast list postings and seeing my name on the wall, I knew my life would never be the same.

The magnitude of the impact "The Vagina Monologues" was making on my life wasn't fully noticeable until opening night. The energy and passion of thirty women standing in a circle stomping and chanting on stage, who were all there for the same reason, blew me away. Ending sexual and domestic violence against women and girls was a cause that mattered as much to all of these women as it did to me. The bond I felt with each of them at the end of those three performance dates was stronger than I felt with my own family.

Getting out on that stage for my small part was so much more than overcoming stage fright. I was not living in a corner afraid for my life any more. Sure, I am still scared. But I refuse to sit back and let passive anger fester inside. I've got passion, and the ability to help others and becoming a Vagina Warrior was the first huge step outside of my frightened corner.

"The Vagina Monologues" gave me a place to put my anger, simultaneously making a difference in changing the world and making it better. Since the experience I've begun talking to people about my experience. I'm sharing with women currently going through abuse. I'm em-

powered take my story to a legal clinic and work on changing the laws surrounding domestic violence. I'm an active member of the domestic violence support group at the shelter and am working towards leading a group of my own someday. I'm doing something to make the second chance I've been given worthwhile. The springboard for all of this change was "The Vagina Monologues".



V-Day is a global activist movement to stop violence against women and girls. Over the last ten years the Sylvania Women's Resource Center has raised over \$100,000 dollars to help end domestic and sexual violence with their annual production of The Vagina Monologues.

Over the last few years the Women's Resource Centers have seen a marked increase in the number of students seeking assistance from the Centers. Along with the increase in demand for services has been a new diversity of students seeking assistance, including: greater numbers of **immigrant women** from African countries, the Middle East and Central and South Asia, **Women Veterans**, and **Trans-gender students**. Each of these groups have their own unique needs and found solace and community at the WRC; challenging us to learn more about their needs and the best practices for meeting them.

IMMIGRANT WOMEN STUDENTS

- ♦ Immigrant women students have often endured discrimination, war, disease, and other obstacles--to create better lives for themselves and their families.
- ♦ These women work tirelessly to build new identities in the United States while maintaining family ties in their home countries--and are often faced with uncertainty about the future.
- ♦ These women are confronted with unique and challenging decisions regarding the roles of work, family, and community in their lives. Often torn between the two worlds of their home that values connections and attachments to family and community and the outside world that values independence, where they have to spend their educational (and later, work) lives.
- ♦ These women often experience racism and discrimination as potential barriers to their educational and career pursuits.
- ♦ Traditional college age immigrant women students carry a slightly different burden of having to navigate the cultural gap and be the bridge between assimilating in the U.S. and holding on to their parents' culture. Many of their parents are monolingual and often underemployed; requiring all members of the family to work to contribute to the support of the family group. Many young adult immigrant women students must play multiple roles as daughter, student, worker, translator and cultural informant.

Immigrant women students at PCC come from all corners of the planet; including many different countries in Africa, Central and South Asia, the Middle East, China, Southeast Asia, Eastern Europe, Mexico and on and on.

"I come from Nigeria, a place very different from Portland, Oregon. In 2009 at age 42 and the mother to four children I started college in the Life Tracks program. There is no doubt the program helped me take my interest in science and set a career goal of becoming a "natural health care" provider. With the support of Life Tracks staff I have applied for and received a \$3,000 Miller Foundation Scholarship and won a Black History month essay contest, two things I never imagined myself doing. Because of Life Tracks I can truly say, I can keep my hope in the spotlight, leave past in the past, and tell myself to live in the moment. No matter what, I will keep going! Personally, Life Tracks has been a recipe for my success."

- Raolat Ajibade





- ♦ **Paul**, a second year student at PCC is frustrated that instructors keep calling him by his female name even though he presents as male and has asked to be called Paul. He comes to the WRC for support and tells the Student Advocate he feels isolated and is considering leaving school.
- ♦ **Ray**, a nineteen-year-old male, proudly wears a dress around campus, weathering chronic harassment from other students. Ray stops daily at the WRC to rest and recharge.
- ♦ **Terry** wants to change his college records to reflect his gender identity and male name. When he asks his advisor how to do this he is told he must bring in legal documents stating these changes have occurred legally. Questioning this and feeling dejected he seeks support at the WRC.

Transgender is an umbrella term describing persons whose gender identities, expressions, or behaviors are not those traditionally associated with their birth sex. Some transgender individuals experience such profound discomfort with their birth sex that they may transition to the other sex by undergoing sex-reassignment surgery. By contrast, some less strongly affected transgender persons may live part- or full-time in a gender not their birth gender without sex reassignment. Others may cross-dress on occasion while still normally identifying with their birth gender. Transgenderism embraces a broad range of individual behaviors and identities. (National Center for Transgender Equality)

After forty years of the gay rights movement in the U.S. sexual orientation has become a familiar concept. However, the same is not true of transgenderism, which most people have encountered only incidentally, and are therefore often poorly informed about.

Transgender students confront a number of challenges within campus environments, including dealing with inexperienced and insensitive staff, faculty, and students, inaccessible restrooms and locker rooms and college documentation - identification cards, transcripts, etc - that often do not list the name used or gender presented by trans students.

It is time for all of us to expand our knowledge, understanding, and response to the needs of transgender students.

WOMEN VETERAN STUDENTS

The transition from military service to civilian life is neither seamless nor painless for any veteran, even less so for women veterans. Five women students who are veterans and attend the Rock Creek campus agreed to participate in in-depth interviews and shared their invaluable insights about the female veteran student experience.

Women veterans at PCC identify a cadre of transitioning issues, such as:

- ♦ posttraumatic stress disorder
- ♦ continuing emotional repercussions from sexual harassment
- ♦ isolation – not knowing other women vets
- ♦ work / life balance issues and gender discrimination
- ♦ desire to remain anonymous; often don't identify as vet in class, don't want to discuss service experiences with staff or classmates
- ♦ concerned about misconceptions of them as "killers"

Some women do not know who to contact about how to use their veteran benefits. Many believe the system is geared to helping male veterans and that women can fall through the cracks. They experience difficulty getting payments for tuition and books on time lack support for living expenses, especially child care, while taking classes. Many women vets do not feel their military training helped them in their civilian career, suggesting that it is imperative that women veterans have access to resources to better translate their military skills to civilian jobs, and to attend college to attain career goals in the civilian workforce.

Resources Women Veterans have found useful at PCC:

- ♦ Women's Resource Centers
- ♦ Veterans Club at Rock Creek
- ♦ CG Classes specifically focused on Veterans (College Survival & Success, and Stress Management – offered at Rock Creek)
- ♦ Veterans Services offices

- ♦ Veterans Club at Rock Creek
- ♦ Self Defense classes for women – offered through the WRCs

Suggestions that could improve experience of Women Veterans on campus:

- ♦ Veterans Services Office at each campus
- ♦ Support Groups for Women Veterans

Differences Between Campuses 2009/2010

	Cascade	Rock Creek	Southeast Center	Sylvania
Staffing - WRC Coordinator	1.0 (GF)	1.0 (GF/Perkins)	-0-	.80 (GF)
WRC Assistant Coordinator	1.0 (GF / Perkins)	.5 (GF / Margin)	none	.80(GF//Perkins/Margin)
Illumination Project Coordinator	n/a	n/a	n/a	1.0 (Grant/Margin)
Office Assistant	.8 (GF / Perkins)	.5 (Kaiser)	- 0 -	.5 (GF)
Student Advocates	5 (GF)	5 (Work Study / GF)	1 (SAF)	10 (SAF)
Funding - General Fund - WRC	180,669	73,289 (w/o Child care)	- 0 -	123,201
General Fund - Transitions Programs	72,902	56,145	62,395	62,301
Student Activity Fee	5,000 (also in-kind training retreat)	3,000 (also in-kind training retreat)	- 0 -	50,323
Grants: Perkins	15,000	15,000	- 0 -	15,000
Grants: Kaiser	10,745	13,000	3,000	10,745
Grants: Ford	n/a	n/a	n/a	52,000
One Time Margin Money		7,445		23,211 (IP) 6,721 (Transitions)
Programming - Women's Leadership	Yes	Yes	No	Yes
Transitions Programs	Project Independence (7 credits / 3 terms)	New Directions / Transiciones (4 cr - 3 terms English, 2 terms Spanish)	Life Tracks (4 credits / 3 terms)	Transitions (5 credits / 3 terms)
Illumination Project	No	No	No	Yes
Kaiser Student Transition & Retention	Yes	Yes	Yes	Yes
Space - Square Feet	1,100	800	-0-	1,000
Private Offices	3	1	-0-	-0-

CASCADE

Programming

- ♦ Cascade WRC's Project Independence is the most comprehensive of the four campus transitions programs offering a 7 credit program.
- ♦ Cascade's WRC has a deep history of being identified by students as a safe and welcoming space on campus that consistently provides meaningful support to students and is a place where women students, particularly African American women, can gather freely, relax and share resources.

Funding

- ♦ Cascade is able to provide the 7 credit Project Independence program because of a significantly larger General Fund budget. This also allows them to hire more staff than the other campuses. Additionally, more than half of the faculty expense (4 cr) for Project Independence is covered by the Counseling, Math, and PE departments, freeing up General Fund dollars for other program expenses.

ROCK CREEK

Programming

- ♦ Rock Creek WRC's Transiciones Oestes offers the only Spanish language transitions program in the district, providing a much needed service to our burgeoning Latina student population.
- ♦ Rock Creek WRC manages the only emergency food program offered by PCC; providing a response to an essential need that is growing exponentially for students throughout the district.

Funding

- ♦ Rock Creek's WRC is exceedingly underfunded with a General Fund budget only 49% the size of Cascade's.
- ♦ At RC faculty expense for their two term per year Transiciones Oestes class comes directly from their transitions program General Fund budget, reducing the amount available for other expenses. At the same time the faculty expenses associated with New Directions comes from the Counseling Department.

Staffing

- ♦ Rock Creek's WRC staffing (1 FTE Coordinator and a part time casual Assistant Coordinator) sincerely hampers their ability run a full service Center, Women's Leadership Program, and two transitions programs, leaving staff feeling as if they are always running behind and do not have adequate time or resources to respond as effectively as they would like to the emerging needs of the changing student population.

SOUTHEAST CENTER

Programming

- ♦ SEC's Life Tracks offers a 4 credit program of Career Development, Val-

ues Clarification, and Assertiveness. The only complaint ever generated about the class is that it is too short and should be two terms long.

- ♦ Spring 2010 SEC's Life Tracks program began offering 2 hours/week individualized tutoring in Writing and Math to LT students

Funding

- ♦ SEC Life Tracks meager funding does and will continue to severely hamper this program from growing.

Staffing

- ♦ SEC Life Tracks has no dedicated staff. Meaning that program promotion, day-to-day oversight, advising, support, and advocacy for LT students, and further development of the program falls on the Associate Dean of Students and other SEC staff as they have time or interest.

SYLVANIA

Programming

- ♦ Sylvania WRC's Transitions Program is currently a 5 credit program, expanding to 6 credits in F '10 and adding a 1 credit second term class to provide ongoing support to better ensure retention.
- ♦ Sylvania WRC's Illumination Project (IP) was created in 2001 as a collaboration between the Sylvania Women's and Multicultural Centers, with the WRC responsible for management, funding, and oversight of the program. The Illumination Project has grown into a nationally recognized campus climate, student leadership, and service learning program and is one of PCC's preeminent diversity programs. IP has been approved for General Fund funding to cover staffing beginning in 2011/12.
- ♦ Sylvania WRC's Women's Leadership Program includes 9 to 10 Student Advocates each year. As a result, Sylvania is able to utilize student leaders to provide more coverage for the WRC and extend more opportunities for taking on projects and greater opportunities for skill enhancement and leadership development for Sylvania WRC's Student Advocates.

Funding

- ♦ Sylvania WRC receives 10 times more Student Activity Fee dollars than CA and RC, creating a wide difference in the size and scope of the Women's Leadership Programs from center to center.

ALL PROGRAMS

Support Services

- ♦ There are wide differences between campuses in the level of Support Services (child care and transportation) offered and the funding available to pay for them. For instance, Rock Creek pays \$3/hour for child care, not near enough, but more than CA, SEC and SY who pay only \$1/hour.
- ♦ Additionally, the costs of transportation (parking permits and bus passes), child care, and tuition have all gone up exponentially over the last four years, but there has been no complimentary increase to the transition programs' budgets.

A number of different assessment tools were used to test to what degree those utilizing the programs and services of the Portland Community College Women's Resource Centers are meeting the *learning outcomes* set by the centers and to uncover what the emerging needs of the growing student population now utilizing the Women's Resource Centers.

ASSESSMENT TOOLS

Numbers Served	Page
Tracking the numbers of contacts made by the programs and services offered by the Women's Resource Centers and Life Tracks.	34
Focus Groups	
There were seven different student groups studied through the use of focus groups:	
♦ African American Women Students	36
♦ Latina Students	37
♦ Immigrant Women Students	38
♦ Lesbian, Gay, Bi-sexual, Transgender & Queer Students	39
♦ Older Women Students	40
♦ Women in Recovery	41
♦ Women Survivors of Domestic Violence	42
WRC Surveys / Women's Leadership Program Self-Assessment	
♦ WRC Drop-in and In-Depth Support & Advocacy Survey (CA/RC/SY)	44
♦ WRC Women's Leadership Program Pre & Post Self Assessment (CA/RC/SY)	46
Transitions Programs	
♦ Transition Programs Applicant Profile (CA/RC/SEC/SY)	48
♦ Transition Programs Retention Data 2008/09 (CA/RC/SEC/SY)	50
♦ Transition Program End-of-Term Student Self Assessment (SY)	52
Illumination Project	
♦ Illumination Project Student Performance Evaluations (SY)	55
♦ Illumination Project Student Educators Self Assessment (SY)	57



Tandy started at PCC in the GED program, completed New Directions, worked as a Student Advocate in the Rock Creek WRC, and obtained an AAS degree in Alcohol & Drug Counseling, graduating with Honors. Ms. Hall now works for a local mental health agency at the Coffee Creek Correctional Facility for women.

“At 33 I didn’t think I was smart enough to make it through college – I had lost hope long ago. I had been addicted to drugs for so many years. The more involved I became with PCC and the Rock Creek Women’s Resource Center the more I ventured out of my comfort zone. I realized I was doing a whole lot more than going to school to take care of my baby. I realized I was finding myself, my purpose, and my place in life. It turned out I was more than smart enough. I just needed some help to learn to believe in myself and I got it at PCC.” - Tandy Hall

Tracking Numbers

Women's Resource Center Numbers Served 2009 / 2010

PROGRAM / SERVICE	CAMPUS			
	Cascade	Rock Creek	South East	Sylvania
Drop-In	7,460	4,100		6,480
In-Depth Support & Advocacy	612	425	60	787
Support Groups / Clubs	159	30		197
Class Raps (average 20 students/class)	1,200	400		2,120
Kaiser Screening	150	95	135	245
Transition Program	66	70 / 43	52	83
The Illumination Project (SY)				2,293
Workshops, Speakers, Lectures, Performers, Exhibits, Films	1,465	430		2,235
Scholarship Workshops	97	45	25	375
Women's Health Fair	100	50		450
Self Defense	15	30		20
The Vagina Monologues (SY)				1,415
Tutoring (CA / SEC)	280		40	
Canteen - Emergency Food Program (RC)		350		
Child Care Reimbursement Program (RC)		23		
Total Contacts	11,604	6,091	312	16,700



"Three years ago, I started attending PCC with no real interest in getting a degree or for that matter a plan to stay in school. In fact, I was at college mostly to keep my parents happy. After making it through my first term I was looking for something to do and applied to the Illumination Project. I was selected to be a Student Educator with the Illumination Project for 2008/09. That year changed my life. Being part of the Illumination Project gave me a reason to come to school. It made my other classes make more sense. I could apply what I was learning in Sociology and Writing to the work I was doing in IP. I could apply what I was learning in IP to my life outside of school. I also now had a community of friends who shared my values and understood my life experience.

This year, I was hired as a Student Assistant Coordinator to the Illumination Project Coordinator, Jeannie LaFrance. She encouraged me to take on this leadership role, challenged me to take on difficult tasks, and at times when I didn't believe in myself, she was there to assure me that someone does.

After my second year working with IP, my views and goals have become focused. Because of IP, I've decided to be the first person in my family to graduate from higher education and will get my B.A. and M.A. in Urban Development in the near future.

I used to regularly ask myself, "What am I going to do with my life?" I've always had this lingering flame inside of me that wanted to do something to better the world. The Illumination Project gave me the tools and education to fully develop that flame into a passionate fire. Because of the Illumination Project I now know what I want to do with my life."

**- Steven Son started PCC in spring of 2007
two weeks after he moved to Portland from Hawaii.
During 2010-2011 Steven will be a Student Coordinator
with the Sylvania Multicultural Center and will transfer to PSU
in the fall of 2011 to major in Urban Development.**

Focus Groups

The focus group interview provides insight into how programs and services are perceived by the group participant. The data are not intended to be reflective of the entire population. The goal is to understand how participants perceive a situation. Because these groups were carefully conducted the reader is able to make generalizations about similar respondents in similar situations.

African American Women Student Focus Group

Seven women students participated in the “African American Women Student” focus group in May 2010 held on the Cascade campus. Six identified as “African American” and one as bi-racial. They ranged in age from 23 to 56, the average being 37 years. These women have attended PCC between one and two years. Six of the participants reported having children and a specific educational and career goal. All participants actively use the services of the Cascade Women’s Resource Center.

THEMES

Racism, bias, discrimination, and stereotyping

- ♦ All participants reported experiencing bias, discrimination and stereotyping while on campus at PCC.
 - *“In an ASPCC Presidential election debate meeting, black and white students got into an altercation during the meeting. There was yelling and cursing the black students were asked to leave.”*
 - *“We want to be taken seriously! Stop looking at us like sex objects or freaks from music videos. That is not who we are.”*
- ♦ Students experienced staff and faculty reaching out to them but do not want to be given help when they do not ask for it. They don’t want to be singled out.
- ♦ Students felt that they often are not taken seriously by staff and faculty due to being an African-American woman student.
 - *“...there are prejudices surrounding being an African American woman. Many people believe we are flakes or all single moms that don’t work as hard.”*
- ♦ All of the students had experienced overt prejudice while on campus, such as being overlooked repeatedly in the learning center, talked down to by staff and faculty, (one student was called “you people” by an instructor), or being criticized for behavior that non-African American students were not confronted about.

Need for African American Employees / Role Models on campus

- ♦ Students reported wanting contact on campus with more African Americans and African American women employees. This extends to staff, faculty, student workers and leaders and community and professional leaders brought to campus.
 - *“All the computer lab employees and student aides are white or Asian.”*

Need for creating a pervasive campus climate that recognizes, respects, values and honors African-Americans

- ♦ Students reported being corrected for using dialect when it was

grammatically correct and in lacking guidance in ways to develop their own style of writing.

PARTICIPANT SUGGESTIONS

- ♦ Mentoring program for African American Women Students to connect with PCC Alum who are professionals.
- ♦ African American tutors who are patient, answer all questions and will better understand how to address specific learning needs.
- ♦ Increase African-American students in work study and student leadership jobs on campus.
- ♦ African American Women students need networking sites: website, networking informational displays, and networking groups.
- ♦ African American staff person in the Women’s Resource Center.
- ♦ Education on Financial Decision Making and the reality of student loans and other options for paying for college.
- ♦ Need university transfer preparation for African American students: “How to thrive in a mostly white college.”
- ♦ Groups such as Black United Fund need to be more involved with the college. (Scholarships, professional networking, etc.)

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ Cascade WRC create an African American Women’s Networking Group that meets monthly, hosts professional speakers, takes field trips to universities, and professional organizations.
- ♦ Cascade WRC create mentoring program for African American women students focused on degree completion and transferring to a four year institution.
- ♦ Increase hours of African American staff at Cascade Women’s Resource Center to increase availability and visibility.
- ♦ Develop electronic networking sites for African American women students to use.
- ♦ Share focus group findings with campus Diversity Councils.

Latina Student Focus Group

Six women students participated in the “Latina Student” Focus Group in May 2010 held on the Rock Creek Campus. They ranged in age from 19 to 30. Four are single women without children; one is a single parent with two teenage children, another is married with two toddlers. One of the single women is taking care of her aging mother. All had been at PCC for two or more years. Four were not working; one works part time and one full time outside the home. Three had completed the Rock Creek New Directions and two had completed Transiciones Oeste. All had a stated major.

Student Support Services actively used by participants to assist them in achieving their goals, include:

- ♦ 85% Transiciones Oeste/New Directions
- ♦ 60% Math and English Tutoring
- ♦ 60% Financial Aid
- ♦ 50% RC Women’s Center
- ♦ 50% OLI Program - Rock Creek
- ♦ 50% Writing Center

THEMES

Racism, bias, discrimination, and stereotyping

- ♦ All participants reported experiencing bias, discrimination and stereotyping while on campus at PCC.
- ♦ Some instructors seemed to automatically assume that Latina students would fail or want to re-take class, or automatically entered a student’s grade as No Pass.
- ♦ A biology instructor stated that class would be difficult for Latina students and mentioned the word “retarded.”
- ♦ An Advisor suggested student get a certificate rather than a degree in her chosen program.
- ♦ An instructor in a computer class started “screaming” at the student when she didn’t understand instructions. Also when trying to create a website instructor said “Oh, a caveman knows how to do this.”

Language

- ♦ Limited or developing English skills is a major problem.
- ♦ Having an accent makes taking classes difficult and embarrassing to ask questions.

Balancing Family / School / Work

- ♦ No support from family to go to college.

- ♦ Pressure from family to go to work to help support family.

Supportive Staff and Faculty

- ♦ All ESOL/ENNL staff as well as Bi-lingual Advisors and Program coordinators gave individualized and personal support.
- ♦ Some instructors took the time to discuss cultural differences and gave encouragement.
- ♦ *“It makes all the difference to how it feels to be on campus when a staff or faculty member reaches out to you in a genuine way.”*

PARTICIPANT SUGGESTIONS

- ♦ Provide more scholarships and support so Latina students can continue education.
- ♦ Add more bi-lingual staff to support Latina students with all aspects college process; advising, financial aid, scholarships, and instruction.
- ♦ All staff should have to learn a second language.
- ♦ More outreach in community to Hispanic population, (e.g., TV commercial about CAMP program recently shown on Spanish language network).
- ♦ More publicity available about events for all different cultures on campus.

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ Rock Creek WRC create Student Advocate positions that focus on providing mentoring and support to the students of Transiciones Oestes.
- ♦ Rock Creek WRC create a Latina Mentor program – Latina students and staff/faculty.



“Transiciones Oeste helps women overcome any barriers that life puts in front of them and learn there are no mistakes in life, only lessons.”

- Claudia Lucatero

Ill health, becoming a parent as a teen, and taking on custody of her sister’s five children did not deter Claudia Lucatero from her goal of getting an education. Chronic pain and losing her job didn’t stop her either. Claudia had overcome many obstacles before she got to Transiciones Oeste and had certainly learned how to persevere. Claudia became a Mentor with the Rock Creek CAMP program and then the program recruiter. She completes her AA degree in fall 2010 and plans to pursue a career in nursing.



Dr. Sima Samar, Chair of the Afghanistan Independent Human Rights Commission and student Fazila Raheel.

"I learned so many leadership skills working as a Student Advocate in the Sylvania WRC that I will use all my life. I got to meet important role models that changed my life and was awarded a scholarship by the Feminist Majority Foundation for my work with immigrant women students. Growing up in a country consumed by armed conflict, surviving the oppression of the Taliban, and living a waiting life in refugee camps, I did not know my new life was possible. I will always have a debt to the WRC."
-Fazila Raheel

Fazila started at PCC in the ESOL program and has worked as a Student Advocate in the Sylvania WRC, a Student Educator and Student Coordinator in the Illumination Project, and an Aide in the Child Development Center. Fazila is currently working on her AAS degree in Early Education and Family Studies

Immigrant Women Student Focus Group

Nine women students participated in the "Immigrant Women Student" focus group in May 2010 held on the Sylvania campus. These women reported immigrating to the U.S. from Afghanistan, Korea, the Middle East, Nepal, Pakistan, and the Philippines. They ranged in age from 21 to 57, the average age being 27. These women have attended PCC from one to three years; over half started at PCC in ESOL classes. Each woman has a stated educational and career goal. All but one is employed and on average they work 20 hours a week. Although they reported starting PCC confused, isolated, and scared, each has diligently sought out and actively utilized campus resources to her benefit.

"It would be nice if outsiders knew how we felt."

- Focus Group Participant

Student Support Services actively used by participants to assist them in achieving their goals, include:

- ♦ 70% SY Women's Center
- ♦ 67% Scholarship Workshops
- ♦ 67% Free Study Skills Class
- ♦ 56% Multicultural Center
- ♦ 56% ROOTS, Advising, Financial Aid
- ♦ 56% Free College Success Class
- ♦ 56% Math and English Tutoring

say "no" to family obligations in order to focus on school work.

- ♦ Students talked about their families struggling financially to make ends meet and having to work extra hours to support parents, children and extended family.

PARTICIPANT SUGGESTIONS

- ♦ Offer women's skills classes (cooking, sewing) to increase community and practice communication.
- ♦ Have advisors (especially in ESOL) inform students about the MC, WRC and the Immigrant Women Student Club.
- ♦ Start program that matches people that have been in the US for several years with "new comers."
- ♦ Have more brochures and posters in the CT building with information about Transitions, WRC, MC, and ROOTS.
- ♦ "Advisors need to do a better job at connecting students with all the programs."

THEMES

Trouble Navigating PCC

- ♦ Most reported not understanding how to connect with PCC beyond ESOL department when they first entered college.
- ♦ Many voiced concern about lack of connection between ESOL and "important" support programs like WRC and MC.

Language and Culture are BIG Barriers

- ♦ They cannot connect with other students because they can't express themselves in a way that American born students will understand.
- ♦ They often don't understand the innuendo in American English.
- ♦ Instructors do not make an effort to include them in class discussions.
- ♦ They feel like they are misunderstood or ignored (not looked at) more than American born students.

Balancing Family and School Challenging

- ♦ Participants reported that family is huge obligation for many Immigrant women students; it is extremely challenging to balance school, work, and family.
- ♦ Many of the students talked about the inability to

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ Make presentations to ESOL SAC about WRC programs and services.
- ♦ Utilize immigrant women Student Advocates to make presentations to ESOL classes.
- ♦ Create and distribute poster promoting WRC programs and services featuring immigrant women students in photos and quotes.

Lesbian, Gay, Bi-sexual, Transgender, Intersex & Queer Student Focus Group

Six students participated in the “Lesbian, Gay, Bi-sexual, Transgender, Intersex & Queer Students” focus group in May 2010 held on the Sylvania campus. Three identified as female, two as male and one as gender queer. Three identify as white and three as bi-racial (white/Hispanic and white/Native American.) They ranged in age from 18 to 42, the average being 30 years. All are child free. These students have attended PCC anywhere from three terms to three years. Each has a stated educational / degree goal.

Student Support Services actively used by participants to assist them in achieving their goals, include:

- ♦ 83% Counseling & Academic Advising - SY / RC
- ♦ 83% Financial Aid - SY / RC / CA
- ♦ 83% Math Tutoring - SY / RC / CA
- ♦ 66% Women's Resource Center - SY / RC
- ♦ 66% Writing Center - SY / CA
- ♦ 50% Multicultural Center - SY / RC
- ♦ 50% Career Center - SY / RC

THEMES

PCC Support

- ♦ Three of the 6 students reported that PCC was the first place they came “out.”
- ♦ Each student identified at least 1 faculty or staff that was supportive, open and affirming (2 faculty and 4 staff). *“I am thankful to the WRC staff for extending their kindness and support around queer and trans issues.”*
- ♦ Student Services tries hard to acknowledge LGBTQ students, although more could be done.

Harassment

- ♦ Six out of 6 students had a story of being harassed at PCC; 3 by other students and 3 by staff.
- ♦ Gay male students do not feel that Public Safety is a resource for them.
- ♦ LGBTQ students get tokenized in class, often by well-meaning faculty.
- ♦ Bathrooms on campus are not safe for Transgendered students.
- ♦ *“I am not interested in being seen as a trans person, but as a male. Some people, thinking they ‘understand’ me and are being supportive, engage me in public discussions about trans issues when I have not given permission. They ‘out’ me by doing this. That’s not safe for me.”*

Building Connections

- ♦ There is not enough collaboration between Student Services to create community (i.e., connecting Students with Disabilities and the Queer

Straight Alliance, WRC and Sexual and Gender Minorities).

- ♦ There needs to be better outreach to LGBTQ students of color.

PERCEPTIONS

- ♦ PCC has pockets of “safety” for “out” LGBTQ students but overall there is still a sense of danger in classrooms and on campus.
- ♦ There is more that could be done to promote the safety of “out” students.

PARTICIPANT SUGGESTIONS

- ♦ Start a Queer Resource Center at PCC.
- ♦ Offer Queer Studies Courses as a discipline at PCC.
- ♦ One day of Gay Pride is not enough.
- ♦ Regular workshops for students and staff on LGBTQ issues.
- ♦ IP should be incorporated into workshops for faculty and staff to educate about homophobia and transphobia.
- ♦ Better anti-harassment policies that PCC backs up.

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ Sylvania WRC and Illumination Project staff provide training opportunities for staff, faculty, and student groups on issues specific to heterosexism, homophobia and transphobia.
- ♦ Sylvania WRC initiate the creation of a campus task force to address reported harassment of LGBTQ students to ensure students have an identifiable resource they can trust.



QSA Sponsored Kickball Game, Spring 2009

Older Women Student Focus Group

Eleven women students participated in the “Older Women Student” focus group in May 2010 on the SEC campus. All identified as “European American.” They ranged in age from 44 to 64, the average being 52 years. These women have attended PCC anywhere from one to six terms. All had completed the SEC Life Tracks program sometime in the last two years and each has a stated educational / degree goal. They reported that “life gets in the way of dreams, like college” and it is “frightening” to come to school as an older adult, but collectively they agreed they are “glad” they did.



“Everyone at PCC Southeast Center has been fabulously supportive Dana Jean, the Life Tracks faculty, people in the Financial Aid office, even Chris at the Information Desk - you can never ask a stupid question here.”
- Focus Group Participant

Student Support Services actively used by participants to assist them in achieving their goals, include:

- ♦ 100% Life Tracks
- ♦ 80% Academic Advising
- ♦ 70% Career Counseling
- ♦ 70% Career Center at Cascade
- ♦ 70% Financial Aid
- ♦ 60% Math Tutoring

THEMES

Trouble Navigating PCC

- ♦ Most reported floundering around initially, not understanding how to connect with PCC programs, services or resources.

Lack of Self Confidence

- ♦ Participants said they lack self-confidence about ability to succeed in school.
- ♦ Participants report having little knowledge of and lack of confidence about using today's technology.
- ♦ They expressed concern that with age, focus loses sharpness and it takes longer to study, grasp some concepts—like math.

Balancing Family / School / work

- ♦ Most expressed having difficulty balancing family obligations with school and work. “I over study and miss my kids, work too much and hurt my studies, it seems impossible at times to get it right.”

Supportive Staff and Faculty at SEC

- ♦ Group was in unanimous agreement that “Everyone at PCC Southeast Center has been fabulously supportive; Dana Jean, the Life Tracks faculty, people in the Financial Aid office, even Chris at the Information Desk.”
- ♦ Group reported no bad experiences directed at them. Some reported occasionally witnessing staff disrespect younger students.

PARTICIPANT SUGGESTIONS

- ♦ Women's Resource Center at Southeast
- ♦ More ongoing help with advising
- ♦ More help with technology issues
- ♦ Options for children on campus
- ♦ More short term career technical programs
- ♦ More accessibility to financial resources
- ♦ Need Career Center and Library at SEC
- ♦ Campus based counseling/support groups specific to women's issues

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ Plans are in development for a Women's Resource Center and Career Resource Center at Southeast Campus with the Bond build out.
- ♦ Plans are in development for child care on or near Southeast Center.
- ♦ Associate Dean of Student Development working on plans for offering CG 114 (financial class) at Southeast Center in 2010/2011.
- ♦ START labs will be offered at Southeast Center regularly beginning in Summer 2010. Life Tracks prospective students attending orientations will be referred to START labs for assistance with college entry.

Women Students in Recovery Focus Group

Seven women students participated in the “Women Students in Recovery” focus group in May 2010 held on the Cascade Campus. They ranged in age from 35 to 58. Five of the seven have children. Five identify as white, one as Native American, and one did not report her ethnicity/race. One has been at PCC for two years, all others somewhere between 3 to 5 terms. Five are working between 15 and 35 hours per week. Six had a stated educational goal.

THEMES

Women students in recovery often have distinctive cognitive and mental health issues.

- ♦ Some participants reported having more difficulty than other students appeared to have mastering basic skills like math, reading, and writing and thought this might be due to their past drug use.
- ♦ Most participants talked about struggling with anxiousness and feeling on guard in class, trouble sleeping and depression that causes them to miss school or lose interest during class.
- ♦ All participants reported that they are sometimes overwhelmed with all of their responsibilities and have a hard time keeping on top of everything. *“I have recovery meetings four times a week. I have two kids that need attention. I now have a part time job and I’m a full time student. Sometimes at the end of the day I realize I haven’t even taken the time to go to the bathroom.”*

Transitioning successfully into college for women students in recovery takes time, courage, understanding, and support.

- ♦ Some participants said that when they feel judged for their past by a teacher or another student in class they have to fight themselves to go back to class. *“I just get buried in my shame and don’t want to go back. Then I think I have a right to be in this class, too!”*
- ♦ Many students talked about finding it hard to be assertive and ask for what they need from teachers, tutors, and advisors at school and from family members related to school needs.
- ♦ Some participants expressed concern about a criminal background and wondered who could provide specialized advising regarding their educational and career planning.

Women students in recovery need a campus free from students using and abusing intoxicants.

- ♦ All the students in the focus group reported seeing students at PCC in class and on campus intoxicated on heroine, alcohol, meth, and other drugs.
- ♦ Collectively they found it very stressful and distracting when another student attends class while intoxicated and the instructor does not seem to notice or respond.

PARTICIPANT SUGGESTIONS

- ♦ Start a mentor program specifically designed for women students in recovery. Well established and successful women students in recovery mentoring returning students.
- ♦ College provide Alcohol & Drug Counselors (in recovery) with skills and knowledge on the subject of women in recovery readily available.
- ♦ College provide training for faculty to educate them on the specific challenges that students in recovery face.
- ♦ Create Recovery Support Group (not a 12-step but recovery support in general) available in the Women's Resource Center.
- ♦ Encourage a study group for women in recovery.

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ PCC as a district should develop a policy with a procedural response to intoxication on campus.
- ♦ Provide training and support for staff and faculty around recognizing and intervening with intoxicated individuals on campus.
- ♦ PCC work towards hiring one counselor on each campus with substance abuse expertise.
- ♦ Work with the counseling centers to develop workshops and support groups designed specifically for students in recovery on each campus.
- ♦ Cascade WRC create a mentoring program for women students in recovery.

Women Students who have Survived Domestic Violence Focus Group

Six women students participated in the “Women Students who have Survived Domestic Violence” focus group in May 2010 held on the Rock Creek campus. Four identified as European Americans, one was Latina and one African. Ages ranged from 19 to 50 years. Average length of time at PCC was three terms. Two women had children not living at home and one woman has an infant at home. All had utilized the WRC to access resources. Four had completed the New Directions program.



Student Support Services actively used by participants to assist them in achieving their goals, include:

- 60% Women's Resource Center – Rock Creek
- 50% New Directions Program – Rock Creek
- 50% Math Tutoring, Academic Advising
- 50% Financial Aid, Free CG Class

THEMES

Post Traumatic Stress

- ♦ Triggers occur throughout the day that make it hard to function.
- ♦ All reported having trust issues and felt that making a connection particularly with a female instructor helped with their feelings of being different and not as good as other students.
- ♦ “I don't like to show people I am sad or weak.”
- ♦ Sensitivity to conflict was expressed.

Lack of Self Confidence

- ♦ Some felt a lack of self confidence about ability to succeed in school.
- ♦ Some felt not smart enough “everyone in room is better than me.”
- ♦ Some express feelings of shame when taking disability accommodations to instructors and felt they were being looked down on. “I just want it to be simple – be normal.”

Balancing Family / School / work

- ♦ Some were not sure how to balance family obligations with school and work.

PARTICIPANT SUGGESTIONS

- ♦ Increase counselors availability.
- ♦ Provide ongoing support group for survivors of domestic violence.
- ♦ Have a “resource person” available to help with basics of college and getting around.
- ♦ Add private spaces available to students.
- ♦ Add Call Boxes around campus.
- ♦ Add a place to stay (“My worst nightmare is to be alone”).
- ♦ Educate staff on domestic violence issues so that “when I am having a bad daydon't take it personal” – also implications of “some things can be scary for us (standing too close/touching my stuff).”
- ♦ Women's Resource Centers should take the lead in educating college community in the reality of domestic violence.

WRC STAFF RECOMMENDATIONS / ACTIONS

- ♦ WRC's develop and offer staff and faculty trainings on Domestic Violence and Posttraumatic Stress Disorder.
- ♦ WRC's in collaboration with Counseling offer on campus Domestic Violence survivors support group.



**Angela Tsoumas (right) joins Lilly Ledbetter in Washington, DC in the fight for The Lilly Ledbetter Fair Pay Act 2009
Also pictured: Sylvania WRC Student Advocates, Talia Potter (left) and Sierra Lander (center).**

"When I found the courage to start my life over at 42 - as a single parent, grandmother of three and domestic violence survivor - I immediately enrolled in the Sylvania Transitions Program. With that one move my whole life changed drastically overnight.

In the Transitions Program I was encouraged to think about my role in my own life; past, present and future. The most important thing I learned was that I am valued and the most important person valuing me is me. The women I met and shared my personal life story with; my struggles, hopes, dreams and desires, have become a strong, supportive, and collaborative network. Through this program I discovered a passion in psychology, health, and education and set my course for my future.

Another outcome of my changes is that my 16 year old son, who had always struggled in school due to his ADHD, felt safe enough with me at PCC to enter and complete the G.E.D. program here. Next year he will transfer as a sophomore to PSU. At 18 he has already achieved more education than the last five generations of his father's family. I strive to be a role model for my family to seek higher education and end the intergenerational poverty that has limited our lives."

Angela Tsoumas is in her third year at PCC. She is the winner of numerous scholarships and is exploring an Interdisciplinary program at Marylhurst. While attending PCC Angela has worked as a Student Advocate in the WRC, a Transitions Program Mentor, and has just been hired as a student assistant to the ROOTS Program Financial Aid and Scholarship Specialist.

WRC Survey / Self-Assessment

In the first six weeks of winter term 2010 the three campus based Women's Resource Centers asked students visiting the Centers for drop-in or pre-arranged appointments to complete an anonymous survey. The tool was designed to elicit ¹demographic information on who is using the centers and why, ²to determine whether or not students needs are being met by the center staff, and ³if possible to determine if learning objectives for students receiving these services are being met.

Women's Resource Centers Drop-in and In-Depth Support & Advocacy Winter 2010 Survey			
	Cascade 55	Rock Creek 25	Sylvania 115
AGE			
Age range	18 - 57	18 - 52	18 - 55
Mean age	30	36	25 years
24 or under	27%	22%	46%
25-29	26%	26%	20%
30-39	30%	30%	20%
40 or over	17%	22%	14%
Gender			
Female	93%	96%	83%
Male	7%	4%	14.5%
Queer			2.5%
Coupled / Single			
Single	62%	80%	65%
Partnered	38%	20%	35%
Parenting			
Children	81%	60%	29%
Ages of children at home	Infant - adult	Infant - adult	3mo / 30yr
Race / Ethnicity			
White	47%	50%	50%
Mixed Race	8%		6%
No Answer	8%		12%
Students of Color	37%	50%	32%
♦ African/ AA	58%	45%	17%
♦ Native American	13%		15%
♦ Latina	19%	50%	26%
♦ Asian / So Asian	10%		31%
♦ Middle Eastern		5%	11%

Employed			
Employed	46%	38%	44%
Enrolled			
Prospective Students	9%	4%	9%
Currently Enrolled	91%	96%	91%
♦ Full Time	64%	76%	66%
♦ Part Time	36%	24%	36%
Visits to WRC			
First visit	38%	16%	33%
Return visit	62%	84%	67%
♦ 1 - 5 times	25%	36%	63%
♦ 10 times or more	75%	64%	37%
Reason for Visit (choose as many as apply)			
Money Related (*)	74%	70%	64%
Volunteer / Activism	9%	4%	21%
Check out WRC	20%	14%	17%
Connect w/students	22%	20%	17%
Counseling	17%	14%	17%
LGBTQ	2%		14%
Academic Advising	17%	14%	14%
General Support	22%	20%	13%
Health Care	10%	12%	10%
Transition Programs	5%	4%	10%
College Entry	9%	4%	9%
(*) Financial aid, scholarships, financial assist, affordable housing, child care, scholarships, taxes, emergency services, etc			

Students Needs 100% of the respondents affirmed “I received information at the WRC on the issue(s) I was seeking assistance with.” 100% of the respondents affirmed “The information or referral I was given at the WRC will help me begin to resolve the issue(s) I was seeking assistance with.”

The survey shows that a vast majority of students (69% want help with money matters) seeking help from the WRC’s have sincere financial needs, which happens to also be the number one reason students drop out of college. The survey also clearly documents that students flock to the three WRC’s because they are searching for (and have found at the WRC) community on campus, a place they can “be in place” and make connections with other students—all of which is absolutely vital to student retention.

Learning Outcomes Based on the student responses on this tool some, but not all, of the Learning Outcomes we thought could be achieved through these services were met. Those that have clearly been met include: **Appreciating diversity, Meaningful interpersonal relationships, Healthy behavior, Intellectual growth, Realistic self-appraisal, Personal and educational goals, and Enhanced self-esteem.**

What I want you to know about my visit to the WRC is ...

- ♦ “I was ready to leave campus forever because I so frustrated with everyone I asked for help blowing me off. The WRC staff made me feel heard and helped me rethink my choice to leave school.”
- ♦ “English is not my first language. Everyone in the WRC is nice, patient, and friendly. I like coming here.”
- ♦ “I’m a single mother and homeless. I want to change, make better choices and the WRC helped me find resources that are possible to me.”
- ♦ “I saw that every person who came into the center was acknowledged and validated regardless of gender.”
- ♦ “As a black woman this is one of the few places on campus I feel really at home and can just relax.”
- ♦ “The WRC gives me confidence in myself and the encouragement I need to succeed.”
- ♦ “It is a great place to study, do research, meet people, and get help.”
- ♦ “I rely on the WRC for Queer/Trans resources.”
- ♦ “I was really thankful to get help with my taxes. I plan on encouraging others to take advantage of this amazing resource.”
- ♦ “If I didn’t have this place on campus to come to and know I’ll feel safe and supported, I might have quit school or failed out.”
- ♦ “Thanks for providing condoms without judgment.”
- ♦ “In the WRC I always meet and talk to students who are different than me in some way. The conversations we have are interesting and help me understand other people better.”
- ♦ “I am always treated with respect and feel comfortable here. Thanks!”
- ♦ “I appreciate all the help you have given me. Tampons saved me!”
- ♦ “This place is amazing!”

The WRC contributes to my success in college by...

- ♦ “empowering me and helping me get healthcare and be successful in my relationships.”
- ♦ “being there for me when I need help!”
- ♦ “offering resources like information on scholarships and child care.”
- ♦ “providing me with support services and social networking. Thanks.”
- ♦ “supporting all aspects of a student’s life.”
- ♦ “supporting me as a queer woman of color by providing me with a safe place on campus.”
- ♦ “helping me with my scholarship essay and places to look for volunteer work.”
- ♦ “providing a safe, cozy, and friendly space.”
- ♦ “help me with being involved on campus.”
- ♦ “making college feel less lonely and giving me good answers, *not always the one’s I want to hear*, to my questions.”
- ♦ “helping me find the resources I need and introducing me to other individuals on campus (personally walking me there) who are important for me to meet.”
- ♦ “the Canteen has helped me when I don’t have much money for food.”
- ♦ “helping me meet my goals. Thanks!”
- ♦ “just listening.”
- ♦ “enriching my involvement in the community and giving me a quiet place to study.”
- ♦ “providing a safe space for me to talk about issues, like sexism, that affect my ability to remain confident about myself.”
- ♦ “providing support and encouragement through services and staff keeps me motivated to continue on and do well in school.”

The Women’s Leadership Program

The Women’s Resource Center is where women students shape the program and direct activities.

The Women Leadership Program is built on a model of Social Change Leadership. It is designed to create a sense of ownership and responsibility in each Student Advocate for the outcomes of the program, as well as a commitment to service and partnership which teaches each one to act on her own account for the good of the organization.

The Women’s Leadership Program is a year long commitment undertaken by 8 to 10 students who agree to work in the WRC as Student Advocates ten hours per week for the entire academic year. The foundation of the training is laid in late summer with a sixty-hour classroom training course to prepare the students to run the WRC. Ongoing training continues throughout the year with weekly staff, meetings, quarterly in-service training programs, and opportunities to participate in campus, community, regional and national leadership and topical training.

WRC Student Advocate Pre & Post Program Self Assessment (CA/RC/SY)

A fifteen question self-assessment tool was designed by the three district Women’s Resource Center Coordinators. The tool was designed as both a pre and post program participation “self-assessment” to assess and document the Student Advocates learning in relation to the Portland Community College Women’s Resource Center and the Women’s Leadership Program.

The tool was administered to the Student Advocates at Cascade (5), Rock Creek (5), and Sylvania (9) in September 2009 prior to the start of the academic year and then again in June 2010 following completion of the year long Women’s Leadership Program to compare any change they may have experienced over the course of their involvement in the Women’s Leadership Program.

The 15 Questions included:

- | | |
|--|--|
| 1. Vision: a sense of the future and its possibilities. | 7. Knowledge of my Leadership Style |
| 2. Ethics and Integrity: a commitment to think carefully about the public good and my own values when I act. | 8. Comprehension of Group Dynamics |
| 3. Service Orientation: giving back to the community/ society | 9. Knowledge of women’s/gender issues |
| 4. Communication Skills: the ability to say and write what I mean, simply and powerfully as well as the ability and commitment to listen with understanding to the concerns of others. | 10. Knowledge of how gender roles/expectations impact us as individuals |
| 5. Self-Awareness: the ongoing realization of personal strengths and weaknesses, of knowledge of interests, values, temperament, aspirations and abilities. | 11. Strategies for addressing gender discrimination on campus/in society. |
| 6. Teamwork in Diverse Groups: skills to accomplish | 12. Familiarity of WRC mission, services and programs |
| | 13. My awareness and appreciation for other cultures |
| | 14. My ability to become a change agent. |
| | 15. Satisfaction with the group’s accomplishment of its goals and desired outcomes |

The responses were measured using a five point “low” to “high” Lichter scale with Low: Never gave this much thought in my daily life, Moderate: Valued this but acted on it infrequently, and High: Valued this and acted on it frequently. The pre and post test results indicate significant learning on the part of all students involved in the Women’s Leadership Program.

IMPROVEMENTS MADE IN ALL CATEGORIES / ALL LEARNING OUTCOMES MET

Improvements were made in all categories. All twelve Learning Outcomes were met by all students. All students rated themselves in the highest category in the post assessment in ten of the fifteen areas. These areas were:

- | | |
|------------------------------------|---|
| ♦ Ethics and Integrity | ♦ Knowledge of women’s/gender issues |
| ♦ Self-Awareness | ♦ Knowledge of how gender roles/expectations impact us as individuals |
| ♦ Teamwork in Diverse Groups | ♦ Strategies for addressing gender discrimination on campus/in society. |
| ♦ Knowledge of my Leadership Style | |
| ♦ Comprehension of Group Dynamics | |

Comments Student Advocates made in their self assessments:

- ♦ The interaction with students seeking help is on a very personal level. This job gave me the opportunity for personal growth as well as normal job duties.
- ♦ Skills developed – Interacting with people from a diverse set of backgrounds & cultures has helped me develop a broader view of people & the world. I am more open minded than I realized.
- ♦ I learned to work in a setting where anything is possible and change is a good thing.
- ♦ Having a space where I could share in dialogue with other students to encourage them also encouraged me.
- ♦ I learned that I can be a leader and to not be afraid to take the lead in whatever comes my way.
- ♦ This position has given me the motivation & self confidence I had lost, and made me realize I can make a difference.
- ♦ I learned the skill of what it means to be compassionate, I have learned passion, I have gained my sense of identity as a woman, & I have learned to appreciate & respect others that are different than me or have different views.
- ♦ I gained the skill of what it means to really work as a team.
- ♦ The WRC has made my transition to PCC easier for me & helped me feel welcome & look forward to my weeks of school. Every time I come to school, the first thing I do is go to the WRC – because it feels like my second home.
- ♦ I feel like my future is full of amazing possibilities thanks to my job at the WRC.
- ♦ I learned to listen effectively and give options and insight as well as resources.
- ♦ I am more tuned into my own feelings, reactions and strengths.
- ♦ I feel like I am better working in a group now, although I am still highly independent.
- ♦ I found I love public speaking and event planning.
- ♦ I now have a deep awareness of and a wealth of information about sexism, heterosexism and other forms of oppression.

When Nicole Hurtado found herself in Mexico living with her husband's family, penniless, with two small children and unable to speak the language, she decided she had to do something. She went to the corner store and began giving English lessons for pesos. As a high school dropout her future looked bleak.

Nicole returned to the United States enrolled at PCC Rock Creek and began work on her GED. She scoured the college and community seeking out resources and found her way to the Rock Creek Women's Resource Center. Her experience and drive made her an excellent mentor for other students.

Nicole worked as a Student Advocate at the Women's Resource Center for one year. She advocated for Immigrant Rights in the community and worked tirelessly to maintain her 4.0 GPA. Nicole was an Oregon Scholar in 2006, earned the prestigious Jack Kent Cooke scholarship in 2007.

Nicole has just completed a Graduate degree in Education at Pacific University, Spring 2010. This summer she plans another trip to Mexico to teach English to middle school children in a remote mountain town, but this time she will be teaching in Spanish.



PCC Transition Programs Applicant Profile

*In the Winter and Spring of 2010, district wide, all transition program orientation session attendees completed an anonymous survey. Our purpose was to create a profile of these students and document the condition of their lives as they entered college. The survey confirmed that **these are students from low-income and marginalized backgrounds, whose lives have been interrupted by poverty, homelessness, and trauma. They enter college carrying a full load of family and work commitments, consumed by deeply rooted challenges, with very few resources.** They are also committed to their own academic success as a road to providing stability and security for their families.*

Cascade Project Independence Applicant Profile

The average Cascade Project Independence applicant is a 41 year old woman who has attended college previously. She is a single mother who works 26 hours a week and lives with her children, but no other adults. She identifies some of her most immediate concerns as unresolved legal issues, difficulties with transportation, and a lack of sufficient income.

- ♦ 71.62% report having survived domestic violence
- ♦ 13.51% report experiencing domestic violence in their current relationship
- ♦ 56.76% report they have struggled with alcohol and drug abuse
- ♦ 13.51% say alcohol and drug abuse is a current barrier for themselves
- ♦ 54.06% report a history of homelessness
- ♦ 9.46% are currently homeless
- ♦ 37.84% have a history of incarceration
- ♦ 79.73% report concerns about their mental health
- ♦ 51.35% report concerns about their physical health
- ♦ 29.73% are dislocated workers
- ♦ 41.89% report that at least one of their parents attended some college
- ♦ 47% identify as women of color (African American, Latina, Native American, Asian American)

Rock Creek New Directions and Transciones Applicant Profile

The average Rock Creek New Directions and Transciones applicant is a 41 year old woman who has attended college previously. She is a single mother who works 28 hours a week and lives with her children and another adult. She identifies some of her most immediate concerns as unresolved legal issues, child care problems, and a lack of sufficient income.

- ♦ 59.70% report having survived domestic violence
- ♦ 5.97% report experiencing domestic violence in their current relationship
- ♦ 31.34% report they have struggled with alcohol and drug abuse
- ♦ 5.97% say alcohol and drug abuse is a current barrier for themselves
- ♦ 37.32% report a history of homelessness
- ♦ 7.46% are currently homeless
- ♦ 14.93% have a history of incarceration
- ♦ 64.18% report concerns about their mental health
- ♦ 41.79% report concerns about their physical health
- ♦ 35.82% say that at least one of their parents attended some college
- ♦ 25% of all RC applicants report that English is not their first language (All Transciones students and one ND Student)
- ♦ 31% identify as women of color for both ND and TO (African American, Latina, Native American, Asian American) 100% of TO students identify as Latina.

Southeast Center Life Tracks Applicant Profile

The average Southeast Center Life Tracks applicant is a 41 year old woman who has attended college previously. She is a single mother who works 26 hours a week and lives with her children and another adult. She identifies her immediate concerns as unresolved legal issues and a lack of sufficient income.

- ♦ 30.77% report having survived domestic violence
- ♦ 7.69% report experiencing domestic violence in their current relationship
- ♦ 55.39% say they have struggled with alcohol and drug abuse
- ♦ 8.46% say alcohol and drug abuse is a current barrier for themselves
- ♦ 27.03% have a history of homelessness
- ♦ 12.31% are currently homeless
- ♦ 33.85% have a history of incarceration
- ♦ 53.08% report concerns about their own mental health
- ♦ 36.15% report concerns about their own physical health
- ♦ 30.77% say that at least one of their parents attended some college
- ♦ 23% identify as women of color (African, African American, Latina, Native American, Asian American)



Sylvania Transitions Program Applicant Profile

The average Sylvania Transitions Program applicant is a 38 year old woman who has attended college previously. She is a single mother who works 24 hours a week and lives with her children, but no other adults. She identifies her immediate concerns as problems with child care and a lack of sufficient income.

- ♦ 34.67% report having survived domestic violence
- ♦ 10.67% report experiencing domestic violence in their current relationship
- ♦ 24.0% say they have struggled with alcohol and drug abuse
- ♦ 2.67% say alcohol and drug abuse is a current barrier for themselves
- ♦ 25.34% have a history of homelessness
- ♦ 6.67% are currently homeless
- ♦ 13.33% have a history of incarceration
- ♦ 42.67% report concerns about their own mental health
- ♦ 22.67% report concerns about their own physical health
- ♦ 26.67% are dislocated workers
- ♦ 41% identify as women of color (African, African American, Latina, Native American, Asian, Filipino, Pacific Islander, Middle Eastern)

Homelessness Alcohol & Drug Abuse Domestic Violence
Mental Health **Unemployment** Incarceration **FAMILY ILLNESS**
CHILD CARE LEGAL ISSUES **POVERTY**

Transition Programs Retention



What Makes Transition Students Stay In School?

- **Personalized college entry** - Pre-admission advisement and resource referral to prospective adult students.
- **Cohort** - Community based learning; students form network of support and friendship.
- **Connection** - to WRC staff and other PCC staff and faculty.
- **Applied Learning** - What is presented is what is relevant to their lives.
- **Support Services** - Free tuition, child care and transportation assistance, and free Kaiser Health Insurance.
- **On-going advising and mentoring** - Support and advocacy to currently enrolled transition program completers.
- **Follow up Support** - Tutoring, Support groups, Alum Club, second term support class.

To make comparisons between the retention of PCC's transition programs participants and general population students, we selected those PCC students who had the most characteristics in common with transition program students. The cohort we selected was PCC's degree seeking, female students, who attended half time in Fall 2008, and returned to the same campus in Fall 2009.

RETENTION DATA FALL 2008 - FALL 2009 COHORT	Fall 2008 Number Enrolled	Number Completing Fall 2008	Percent Completing Fall 2008	Fall 2009 Number Re-enrolled	Fall 2009 Percent Re -enrolled
SYLVANIA - TRANSITIONS PROGRAM	20	18	90%	14	78%
CASCADE - PROJECT INDEPENDENCE	20	17	85%	10	59%
SOUTHEAST CENTER - LIFE TRACKS	16	15	94%	8	53%
ROCK CREEK - NEW DIRECTIONS	21	21	100%	8	38%
ROCK CREEK - TRANSICIONES OESTE	19	17	89%	5	29%
PCC HALF-TIME FEMALE DEGREE SEEKING STUDENTS	4,919	n/a	n/a	2,376	48.3%

What's the 30% difference in retention between Transition's and General Population students?

The answer: Direct support and wrap around services.

Adult women typically return to the community college during transitional or vulnerable stages in their lives. They often arrive on campus when they still have one foot someplace else—divorce, job loss, escaping domestic violence, alcohol / drug recovery, etc. If a woman enters school with the demands and emotional ramifications of some of these challenges still shaking her soul, she may find it difficult to succeed; and more likely to stop out without direct and specific on-campus support.

The general population half-time degree seeking female student has no one watching out for her. She does not arrive at PCC to a waiting web of support and it only materializes if she builds it herself, which takes time. Often problems occur before she has the time to find the resources that might help her, leaving her isolated, exhausted from “gutting” it out, and sometimes dejected to the point of giving up.

Transition program students experience that web of support from the moment they inquire about the program. From the orientation session onward students are offered the inspiration of support and encouragement, the tangible help of advising and counseling, and the very practical monetary assistance of tuition waivers, child care and transportation assistance, and free health insurance. Utilizing a cohort model the transition programs work to create a close-knit community of learners. Students form a network of support and friendship that often continues long after the program's completion. The transition program student knows who to turn to when she needs help and she herself becomes a campus resource extending support and assistance to others.

What do the lower numbers at Rock Creek mean?

While in the class New Directions students attendance is unbeatable!

Upon completion they unanimously report feeling more empowered, informed, and prepared to make positive changes in their lives—several enrolling in college, many seeking improved employment situations, others making needed changes in their relationships.

New Directions program

- ♦ was designed with a focus on employment;
- ♦ has a long standing strong reputation in the community that has meant the class is able to fill on almost word of mouth alone,
- ♦ and has always been offered as a night class.

This combination of factors has attracted large numbers of women

- ♦ who although they are seeking change in their lives through education
- ♦ do not view themselves as college students - due to daytime employment and family responsibilities.

As a result, fewer women from New Directions, compared to the other campuses transition programs, re-enroll in college courses following completion of the free New Directions class.

RECOMMENDATION

It is the recommendation of the outgoing WRC Coordinator, Christine Paull, that the New Directions class be moved to a daytime offering (attracting more women ready to take on the demands of college) and that the curriculum be revised to reflect the college success and retention program it has grown into being.

Transiciones Oestes program

- ♦ has been marketed in the community as a career development and planning course for women who had lost their jobs and wanted to transition into the labor force and education,
- ♦ up until fall 2009 did not have an advanced level ESOL entrance criteria, although now requires ESOL 5 for entrance,
- ♦ and like all PCC programs did not require residency documentation.

This combination of factors has attracted mostly women

- ♦ who were looking for help getting a better job or back to work;
- ♦ who did not have the funds to pay for college and were not eligible to apply for financial aid;
- ♦ and who, due to employment and family responsibilities are not able to take college classes.

As a result, fewer women from Transiciones Oestes, compared to the other campuses transition programs, re-enroll in college courses following completion of the free one term Transiciones Oestes class.

RECOMMENDATION

It is the recommendation of the outgoing WRC Coordinator, Christine Paull and WRC Assistant Coordinator and Transiciones Instructor, Alicia Gonzalez, that ¹Transiciones Oestes curriculum be revised to reflect the college success and retention program it has grown into being, ²to offer a free second term course to support retention as students continue on with ESOL, and ³that funds be raised for scholarships specifically for Transiciones Oestes alum.

Transitions Student Self Assessment

Sylvania Transitions End of Term Evaluation

Spring Term 2010 the nineteen students enrolled in the Sylvania Transitions Program class were asked to participate in the Program Review process by taking the "On Course Self-Assessment" on-line at the end of the term.

The "On Course Self-Assessment" tool is made up of sixty-four statements. The respondent scores each one according to how true or false they believe it is about themselves, assigning each statement a number from 0 to 10, as follows: 0 *Seldom* 1 2 3 4 5 *Sometimes* 6 7 8 9 10 *Usually*. After scoring the student may identify behaviors and beliefs they may wish to change in order to achieve more of their potential in college and in life.

Sylvania WRC Assistant Coordinator and Transitions Program Instructor, Ginny Christian, evaluated the 64 statements to match them with the ten Learning Outcomes expected of transition programs' participants, nine of the ten were clearly documented throughout the tool, they include Effective Communication, Appreciating Diversity, Clarified Values, Meaningful Interpersonal Relationships, Healthy Behavior, Intellectual Growth, Realistic Self Appraisal, Independence, Personal and Educational Goals.

Learning Outcome	<i>Seldom (0-39)</i> an area where your choices will seldom keep you on course	<i>Sometimes (40-63)</i> an area where your choices will sometimes keep you on course	<i>Usually (64-80)</i> an area where your choices will usually keep you on course
Effective Communication	14%	57%	29%
Appreciating Diversity		14%	86%
Clarified Values		43%	57%
Meaningful Interpersonal Relationships	14%	82%	14%
Healthy Behavior		43%	57%
Intellectual Growth			100%
Realistic Self Appraisal		14%	86%
Independence			100%
Personal and Educational Goals			100%

Learning Outcomes Met

- ♦ Nine of the ten Learning Outcomes that were selected as realistic for transition program participants to achieve as a result of completion of the program were met by Sylvania Transitions Program spring term 2010 participants.
- ♦ Participants scored themselves highly in seven of those, including: Appreciating Diversity, Clarified Values, Healthy Behavior, Intellectual Growth, Realistic Self Appraisal, Independence, Personal and Educational Goals. In these areas the participants scores indicate that their “choices will usually keep you on course.”
- ♦ The two Learning Objectives that seemed more elusive for most respondents were Effective Communication and Meaningful Interpersonal Relationships, both areas where we are required to be assertive, a skill that often takes much longer to master than setting personal and educational goals.



LaToya Credit, Project Independence graduate Spring 2010 pictured with Cascade WRC Coordinator and PI Instructor, Debbie Stone

In a quiet moment on her first day of class in Cascade’s Project Independence, LaToya Credit was so riddled with anxiety and so sure that, once again, she would not be able to “make it” in a structured classroom environment, that she blurted out loud, “I’m not going to make it to the end of the term in this class. So, I just want you to know I’m not coming back tomorrow.”

Well, LaToya did make it through the entire term—even surprising herself. LaToya gives credit to her “hanging in there” to the support she received from the Project Independence instructors, WRC staff and particularly to herself. *“Something happened to me in Project Independence. Something revolutionary. Debbie, you taught me how to love myself and Nonni taught me how not to hate myself. I am a happier, stronger, healthier, less tense, more focused person now. I have made a decision to win in my life and I am the best me that I can be. That’s just who I am now.”*

LaToya plans to continue taking classes at Cascade campus where she is preparing to enter the Paralegal program. Her career goal is to work with parents to help resolve custody disputes.



The Illumination Project

The Illumination Project (IP) is Portland Community College's innovative student leadership and education program designed to foster a climate of equality, compassion, justice, and respect for all people in the PCC academic community and the community-at-large.

The Illumination Project uses interactive social justice theater as a venue for Student Educators and audience members to join together to rehearse ways of solving problems. Interactive theater, with its capacity to engage diverse learning styles and members of a community, is an ideal way to challenge racism, sexism, heterosexism, and other forms of oppression. In performances audience members enter a scene and dynamically change its outcome. In this way, the Illumination Project challenges the viewpoints of both the audience and the actors/Student Educators in a performance.

The Illumination Project is a program of the Sylvania Women's Resource Center and finds additional support from the Sylvania Campus President's Office, Multicultural Center, Sociology and Theater Departments.



**Illumination Project performance,
"Go Back To Where You Came From"**

Illumination Project Racism / Immigration Performance Winter Term, 2009 Student Performance Evaluations: by Ethnicity

Shaded tables indicate statistically significant differences in responses by ethnicity.

	The performance dealt with real problems or issues					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	120	94.5	6	4.7	1	0.8
White	270	95.1	13	4.6	1	0.4
All	390	94.9	19	4.6	2	0.5

	The performance dealt with issues that I and/or people close to me have faced					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	107	84.3	13	10.2	7	5.5
White	197	69.6	61	21.6	25	8.8
All	304	74.1	74	18.0	32	7.8

$\chi^2(2, N = 410) = 10.00$ $p < .01$

	I have heard prejudicial comments about immigrants on campus					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	44	34.4	37	28.9	47	36.7
White	76	27.3	77	27.7	125	45.0
All	120	29.6	114	28.1	172	42.4

	My attendance at the performance will help me deal with similar situations as they come up					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	85	68.0	31	24.8	9	7.2
White	204	71.8	66	23.2	14	4.9
All	289	70.7	97	23.7	23	5.6

	I have observed racial prejudice on campus					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	34	26.8	50	39.4	43	33.9
White	59	21.3	72	26.0	146	52.7
All	93	23.0	122	30.2	189	46.8

$\chi^2 (2, N = 404) = 12.91 p < .01$

	I learned about issues related to immigrants at the performance					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	84	66.7	28	22.2	14	11.1
White	192	68.1	64	22.7	26	9.2
All	276	67.6	92	22.5	40	9.8

	I have experienced racial prejudice on campus					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	22	17.3	31	24.4	74	58.3
White	22	7.8	59	21.0	200	71.2
All	44	10.8	90	22.1	274	67.2

$\chi^2 (2, N = 408) = 9.94 p < .01$

	Issues of race have affected my comfort level at school					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	34	27.0	33	26.2	59	46.8
White	40	14.2	56	19.9	186	66.0
All	74	18.1	89	21.8	245	60.0

$\chi^2 (2, N = 408) = 14.78 p < .001$

	Issues around immigration have affected my comfort level at school					
	Agree		Neutral		Disagree	
	N	% of Row	N	% of Row	N	% of Row
Non-White	31	24.6	35	27.8	60	47.6
White	30	10.7	60	21.4	191	68.0
All	61	15.0	95	23.3	251	61.7

$\chi^2 (2, N = 407) = 18.64 p < .001$



2010 Illumination Project performance, "Driving While Black"

Illumination Project Performance Evaluations

The Student (Audience Member) Evaluations of the Winter term, 2009 Racism / Immigration Performance broken down by ethnicity illustrates the clear differences and similarities in experiences between students of color and white students at PCC.

Some of those differences include 17% of the students of color affirming that they "have experienced racial prejudice on campus" while more than half of the white students say they have not even "observed racial prejudice on campus."

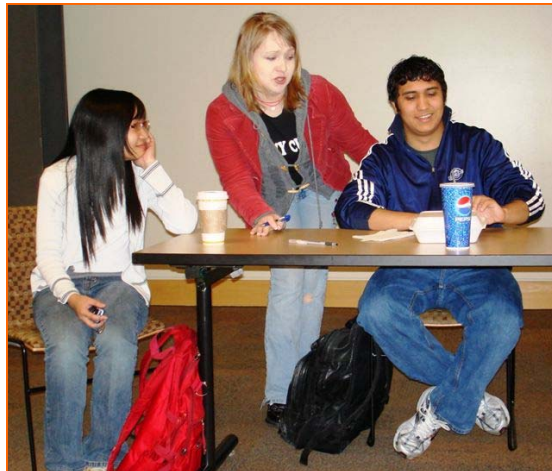
Another significant area is the 84% affirmative response by students of color and 69% affirmative response by white students to the statement, "The performance dealt with issues that I and/or people close to me have faced."

Thirteen percent more students of color than white students agree that "Issues

around race and immigration have affected my comfort level at school.” This indicates the added burden students of color carry simply attending class, waiting at the shuttle stop, eating in the cafeteria. Any time the topics of race and immigration are raised for many students of color it is a moment fraught with anxiety about what direction the conversation will go.

Both groups were in close agreement with their affirmative responses to the “Performance dealt with real problems or issues,” and “I learned about issues related to immigrants at the performance.” This strong alignment makes us hopeful that all students have a vested interest in dealing effectively with removing the choke hold racism has on everyone.

These performance evaluations give us a wealth of material to utilize as we work towards building a campus climate that recognizes, respects, values and honors all students, staff, and faculty.



**Illumination Project performance,
“I’m Here to Help You.”**

One year on-line follow-up survey with former Illumination Project Student Educators

Response of 2008/09 IP Alumnae

- ♦ **78%** have conversations more often with people who are different than themselves in regards to race, religion, and sexual orientation
- ♦ **100%** are more comfortable with difficult conversations regarding race, religion, and sexual orientation
- ♦ **100%** are more likely to test new ideas and question assumptions
- ♦ **78%** have changed their educational goals due to the IP
- ♦ **89%** have changed their career goals
- ♦ **100%** are more involved in social justice issues and organizations than before IP



Illumination Project performance, “The Unveiling”

Recommendations

Re-Structure funding of Women's Resource Centers to create consistency across the district.

1. Equity in General Fund budgets for:
 - ♦ all district WRC programs related expenses: WRC Coordinator, Assistant Coordinator, Office Assistant and WRC operating expenses.
 - ♦ all district transitions programs related expenses: faculty, tuition waivers, non-tuition support services, and operating expenses.
 - ♦ all district transition programs' budgets keep up with increases in infrastructure costs (i.e., rise in cost of tuition, bus passes, child care).
2. Student Activity Fee Funds:
 - ♦ Develop proposals for the District Student Council and/or campus decision-making bodies to receive additional Student Activity Fee funds to carry out WRC goals, particularly to fund cost of Student Advocates and programming.
3. Space:
 - ♦ Adhere to "PCC Bond Planning: Recommendations for Women's Resource Centers" for space equity across district.

Align all Transition Programs core services to create consistency of services across the district.

- ♦ All district transition programs adopt the Cascade "Project Independence" first term 7 credit model.
- ♦ All district transition programs adopt the Sylvania "Transitions Program" second term 1 credit model.
- ♦ Move New Directions class to a daytime offering (attracting more women ready to take on the demands of college).
- ♦ Transiciones Oestes add a free second term course to support student retention as students continue on with ESOL.
- ♦ All district transition programs offer same level of support services: tuition waivers, child care and transportation assistance.

Hire a critical mass of staff, faculty, and student employees of color to enhance educational quality.

1. Diversity Councils:
 - ♦ Develop a district-wide Ad Hoc committee to examine the quality of the college environments for diverse faculty, staff and students and make concrete recommendations for change aimed at enhancing diversity in the College.
 - ♦ Hiring a critical mass shows commitment on the part of an institution; it also helps to create a less isolating and alienating atmosphere on campus and in individual departments.
2. Women's Resource Centers:
 - ♦ Increase hours of African American staff at Cascade Women's Resource Center to increase availability and visibility.
 - ♦ Recruit and retain diverse student staff to ensure the representation of students who will seek services from the WRC.

Develop alcohol and drug policies and recovery services.

1. District Alcohol and Drug Policy
 - ♦ Develop a district committee to measure the extent and nature of campus alcohol and drug problem and the variety of factors that are driving the problem.
 - ♦ Based on committee findings develop district wide policy with a procedural response to intoxication on campus.

- ♦ Develop and provide training and support for staff/faculty to recognize and intervene with intoxicated individuals on campus.
2. Alcohol and Drug Recovery Services

- ♦ Work toward hiring one counselor on each campus with substance abuse expertise.
- ♦ Counseling centers on each campus develop workshops and support groups designed specifically for students in recovery.
- ♦ Cascade WRC create a mentoring program for women students in recovery.

Increase Counseling and Disability Services across the district.

- ♦ Congratulations and thank you to all campus Counseling Departments who have taken leadership to increase number of counseling staff to better meet the needs of our expanding student population.
- ♦ Develop a district-wide Ad Hoc committee to develop a workshop for faculty and staff to help them identify, refer, and support students with mental health issues in order to adequately implement the “Student In Need” policies and recommendations.
- ♦ Develop a district-wide plan to offer Learning Disability testing for PCC students; submit proposal for New Initiative process for the next biennium.

Provide Veterans Centers on all campuses to combat invisibility and to build community.

Develop a Veterans Center on each campus modeled after the Rock Creek Veterans Center and to include:

- ♦ PCC VA Work Study students who are veterans (using WRC Student Advocate Training Model)
- ♦ PCC Veterans Specialist (minimum of one day per week, every other week)
- ♦ Veterans Administration representative (minimum of one day per week, every other week)
- ♦ Support groups: Men’s Group, Women’s Group, Families of Veterans Group
- ♦ Free CG Classes (College Survival, Stress Management)

Develop PCC Foundation funding for transition program students.

1. Working with WRC Coordinators, assist in locating a nonprofit and a financial institution to set up Individual Development Account (IDA) Program for transition program students
 - ♦ *Individual Development Accounts were established in 1998 under the Assets for Independence Act, to promote savings among low income individuals by making a matching contribution to the money that they save. This unique approach rewards savings with matching funds that vary from 1:1, 2:1 or even more generous matches depending on the program. The funds accumulated in IDA accounts are typically used to pay for postsecondary education, buy a first home, or start a business.*
2. Raise funds for Transiciones Oestes scholarships specifically for alumnae who are ineligible for federal financial aid

Support lesbian, gay, bi-sexual, transgender, intersex, & queer students.

Campus Women’s Resource Centers often take on the role of de facto “Queer Centers” and as such are highly attuned to the needs and desires of PCC’s LGBTIQ students. It is based on this that we recommend:

The creation of a district-wide standing committee on LGBTIQ Issues drawing leadership from the campus Diversity Councils and those trained previously through “Stop the Hate” training aimed specifically to:

- ♦ represent the presence, concerns, and interests of LGBTIQ people within the college community,
- ♦ collaborate with RC Student Leadership Coord to initiate use of the PRIDE Campus Climate Survey to measure LGBTIQ friendliness of college,
- ♦ evaluate the safety needs of our transgender students, staff and faculty and recommend policies to ensure their inclusion and safety on campus,
- ♦ provide direction for PCC’s mandatory diversity training.

WRC Community Partnerships 2009/2010

- ♦ Adams State College
- ♦ African American Women's Health Coalition
- ♦ Alcoholics Anonymous
- ♦ Avel Gordon Multicultural Counseling Center
- ♦ Basic Rights Oregon
- ♦ Beaverton Rotary
- ♦ Blue Mountain Community College
- ♦ Bradley Angle House
- ♦ Bridges to Change Program
- ♦ Catholic Charities - El Programa Hispano
- ♦ Catholic Family Counseling Center
- ♦ Centennial High School
- ♦ Central Oregon Community College
- ♦ Chemeketa Community College
- ♦ Coffee Creek Correctional Facility
- ♦ Community of Welcoming Organizations
- ♦ Concordia University (interns)
- ♦ Domestic Violence Resource Center, Washington County
- ♦ Dress for Success
- ♦ Friendly House
- ♦ Healing Roots DV Services for African & African-American Women
- ♦ Housing Authority of Portland GOALS Program
- ♦ Humanities in Perspective Program
- ♦ I Have a Dream Foundation
- ♦ In Other Words Bookstore
- ♦ Kaiser Permanente NW
- ♦ Latino Pride
- ♦ Lettie Owens House
- ♦ Lifeworks NW
- ♦ Linn Benton Community College
- ♦ Linnfield College
- ♦ Moneywise Women
- ♦ Multnomah County Community Resources Department
- ♦ Multnomah County Domestic Violence Unit
- ♦ Multnomah County's Domestic Violence Coordinator's Office
- ♦ Native American Youth Association (NARA)
- ♦ Narcotics Anonymous
- ♦ National Alliance for the Mentally Ill – Washington County
- ♦ Native American Youth Association (NAYA)
- ♦ North Northeast Medical Clinic
- ♦ NW College of Naturopathic Medicine
- ♦ OHSU Nursing Program
- ♦ Open Door Counseling
- ♦ Oregon Attorney General's Sexual Assault Task Force
- ♦ Oregon Coalition Against Sexual & Domestic Violence
- ♦ Oregon College of Oriental Medicine
- ♦ Oregon Department of Vocational Rehabilitation
- ♦ Oregon Single Parent Displaced Homemaker
- ♦ Outside In
- ♦ P.E.O. International
- ♦ Planned Parenthood
- ♦ Portland Public Schools
- ♦ Portland State University PACE Program (Interns)
- ♦ Portland State University Women's Resource Center
- ♦ Portland Women's Crisis Line
- ♦ Portlandia Club
- ♦ Poverty Institute
- ♦ Psychological Services, Pacific University
- ♦ Q Center
- ♦ Quest Center for Integrated Services
- ♦ Rochester Institute of Technology
- ♦ Second Saturday—Divorce Workshop
- ♦ Sexual Assault Resource Center (SARC)
- ♦ Sexual Minority Youth Resource Center
- ♦ SMART Recovery
- ♦ Soroptomists
- ♦ St. Mary's College of California
- ♦ TOPS Program
- ♦ Tualatin High School
- ♦ University of Oregon
- ♦ Volunteers of America
- ♦ Wallace Medical Concern
- ♦ West Women's Child & Family Services
- ♦ Women In The Trades
- ♦ Women's Resource Center, Columbia County
- ♦ Working Class Acupuncture
- ♦ YWCA



Sylvania WRC Laundry Basket Project,
providing personal hygiene and household cleaning products
to over 75 families escaping domestic violence
with the help of El Programa Hispano

Professional Development Activities

Professional Development

We are committed to developing our skills and maintaining currency in our field. With support from the college and independently, we regularly attend and participate in conferences and trainings and present workshops at same. During the years 2008 to 2010 we participated or presented in the following:

Conferences (participant)

- ♦ 1 SEC staff: El Poder de la mujer Latina conference
- ♦ 1 CA staff: NCORE Conference
- ♦ 1 CA staff: Writing Your Personal Myth Conference
- ♦ 2 SY staff: Roots of Change Conference / Men and Masculinity
- ♦ 2 SY staff: Adolescent Sexuality Conference
- ♦ 1 SY staff: Student Success and Retention Conference

Trainings (participant)

- ♦ 2 CA / 1 SY staff: PCC's 'Stop the Hate' training
- ♦ 1 SEC / 2 SY / 3 CA staff: 2008 Summer Institute Intercultural Communication
- ♦ 1 CA staff: Bradley Angle House Advocate Training Program/Volunteer
- ♦ 1 CA staff: Multnomah County "Seeking Safety" Training & Facilitation
- ♦ 1 CA staff: Parenting ADHD Children Training
- ♦ 1 CA staff: Grandparents Raising Kids Training
- ♦ 1 SEC staff: Office 2007, Powerpoint Basics
- ♦ 3 CA staff: Nonviolent Communication Training
- ♦ 1 SY staff: Ethical Supervision - National Association of Clinical Social Workers

Courses (participant)

- ♦ 1 CA staff: Oaxaco, Mexico Intercultural Program

Conferences (presenter)

- ♦ 1 RC staff: ACUI Conference/NYC: R C Canteen Presentation
- ♦ 1 RC staff: Donna Beegle – Poverty Institute - PCC New Directions

Trainings (presenter)

- ♦ 1 SY staff: Attorney General's Task Force Against Sexual and Domestic Violence Fall Advocate's Training:
 - ♦ 'How to Support Survivors'
 - ♦ 'Working with Teens'
 - ♦ 'Effective Advocacy'

Courses Taught

- ♦ 1 CA staff: Psychology Adjunct Faculty (Human Development, Psy 215)
- ♦ 1 SY staff: WS 332 Race, Class, Gender & Sexuality—PSU
- ♦ 1 SY staff: WS 307 Women & Activism & Social Change—PSU
- ♦ 1 SY staff: UNST 199 Freshman Inquiry—PSU
- ♦ 1 SY staff: SW 301 Impact Interpersonal Violence—Concordia University

Professional Licenses and Certifications

- ♦ 1 CA staff: CADCE I (Certified Alcohol & Drug Certified)
- ♦ 1 CA staff: Oregon LPC Licensure (Licensed Professional Counselor) Application
- ♦ 1 RC / 1 SY staff: Oregon Board of Social Workers

College Committee Memberships

- ♦ CA Diversity Council
- ♦ ELC Diversity Council
- ♦ RC Diversity Council
- ♦ SEC Green Team
- ♦ SY Diversity Council
- ♦ SY ROOTS Advisory Committee

I wear prayers like shoes

pull em on quiet each morning
take me through the uncertain day

don't know
what might knock me off course

sit up in bed
pull on the right
then the left
before shower before teeth
they were my mama's gift
to walk me through this life

she wore strong ones
the kind steady your ankles
i know cause
when her man left/ her children
gone/ her eldest son without goodbye
they the only ones keep her
standing

i saw her
still standing

mama passed on
some things to me
ma smile sense of discipline
ma subtle behind

but best she passed on
girl you go to God
and get you some good shoes
cause this life ain't steady ground

now i don't wear hers
you take em with you you know
but i suspect they made by the same company
pull em on each morning
first the right then the left

best piece a dress
i got

~ Ruth Forman, 2007

